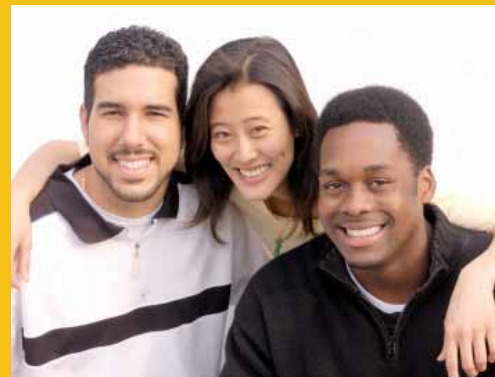


COMMITTEE ON EQUAL OPPORTUNITIES



THE KENTUCKY PLAN FOR EQUAL OPPORTUNITY

**System Report
2003-2006**

April 2008



The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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**THE KENTUCKY PLAN
FOR EQUAL OPPORTUNITY**

**System Report
2003-2006**

THE COMMITTEE ON EQUAL OPPORTUNITIES

The Council on Postsecondary Education (CPE) coordinates postsecondary and adult education in Kentucky. Kentucky was notified by the U.S. Department of Education, Office for Civil Rights (1979) that the Commonwealth higher education system was in violation of Title VI of the Civil Rights Act of 1964. Governor John Y. Brown, Jr., designated the CPE as the lead agency to coordinate development, implementation, and monitoring the effectiveness of a statewide higher education desegregation plan. In 1987, by Executive Order (EO 87-971) Governor Martha Layne Collins abolished the Desegregation Plan Implementation Committee and established the Council's Committee on Equal Opportunities (CEO) to oversee the general commitments, specific objectives for each institution, and the requirements for annual evaluations of institutional progress.

The CEO is composed of 13 members appointed by the Council, including four members of the CPE, one legislator, and eight citizens. The chair of the Council on Postsecondary Education serves as an ex-officio member of all committees.

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INTRODUCTION

The 1982 Commonwealth of Kentucky Higher Education Desegregation Plan sought to provide a framework for Kentucky to eliminate the remnants of its former dual system of higher education. The Plan exclusively addressed the status of Kentucky resident African American students in comparison to resident white students, evaluated the employment of African Americans in the public postsecondary education system, and assessed the enhancement of Kentucky State University. In 1999 Kentucky entered into a Partnership Agreement with the United States Department of Education's Office for Civil Rights which identified the specific areas of consideration to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964.

The commitments, objectives, and plans included in The Kentucky Plan (except for faculty and staff) apply to Kentucky residents and focus on African Americans and whites. All data and objectives, except for faculty and staff, are therefore based on the Kentucky resident population of students. The plan has seven commitments and eight objectives. The plan commitments are:

1. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American undergraduate students enrolled in postsecondary education.
2. The Council on Postsecondary Education and the institutions are committed to increasing the retention of Kentucky resident African American undergraduate students and the proportion of graduates to the same level of retention as that for Kentucky resident white undergraduate students.
3. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American graduate students.
4. The Council on Postsecondary Education and the institutions are committed to increasing the number and proportion of African American faculty and staff employed by institutions of postsecondary education.
5. The Council on Postsecondary Education and the institutions are committed to increasing the number of African American applicants to, enrollments in, and graduates from first-professional programs in dentistry, law, and medicine.



“Our future is inextricably bound to our success in educating minority students. We are a long way from meeting the challenge that lies ahead.”

-Miles to Go: A Report on Black Students and Postsecondary Education in the South, Southern Education Foundation, 1998

A statewide diversity study has been commissioned to identify the compelling governmental interest and to develop recommendations that support an effort by the Commonwealth to engage in diversity planning.

6. The Governor is committed to ensuring the appointment of African Americans to the Council on Postsecondary Education and to each board of trustees or regents (KRS 164.005).

7. The Council and institutions are committed to establishing and maintaining campus programs and activities to accomplish the above.

This is one of a series of accountability assessments that examine the status of resident African American students, faculty, and professional staff at the eight universities and the Kentucky Community and Technical College System.

To achieve the seven commitments, universities (with the exception of KSU) developed action plans that address eight equal opportunity objectives as follows:

- Kentucky resident African American undergraduate enrollment
- Retention of first-year resident students
- Retention of all Kentucky resident undergraduate students
- Baccalaureate degrees awarded to Kentucky residents: six-year graduation rate
- Kentucky resident graduate student enrollment (does not apply to KSU)
- Employment of African Americans in executive, administrative, and managerial positions
- Employment of African Americans as faculty
- Employment of African Americans as other professionals

The community and technical colleges have four objectives:

- Kentucky resident African American undergraduate enrollment
- Employment of African Americans in executive, administrative, and managerial positions
- Employment of African Americans as faculty
- Employment of African Americans as other professionals

The assessment highlights progress by the public postsecondary system beginning fall 2003 through fall 2006.

Kentucky presently operates under a partnership with the U.S. Department of Education Office for Civil Rights (remedial planning). However, the Commonwealth expects to transition from the partnership in the near future. To facilitate this transition and continue to focus on access and opportunity for ethnic minorities, a statewide diversity study has been commissioned to identify the compelling governmental interest and to develop recommendations that support an effort by the Commonwealth to engage in diversity planning. The Commonwealth entered into a contract with the Presidents and Fellows of Harvard College (Harvard Civil Rights Project), now located at the University of California at Los Angeles, to conduct the diversity study. The study is to be completed and a report made to the Council by June 30, 2008.

SUMMARY OF FINDINGS

The Council on Postsecondary Education (CPE) and the Committee on Equal Opportunities (CEO) have worked for over two decades to accomplish the commitments of The Kentucky Plan (promote equity and equality in postsecondary education for African American, academically challenged, and low-income students).

The CEO has provided oversight and assessment of several iterations of equal educational opportunity plans (1982 Commonwealth of Kentucky Higher Education Desegregation Plan, The Kentucky Plan for Equal Opportunities in Higher Education-The Kentucky Plan, The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education, and the 1999 Partnership Agreement) to identify indicators of student access to and success in public postsecondary education in Kentucky. Furthermore, the CEO conducts campus visits to Kentucky's public postsecondary institutions to hear first-hand experiences from selected members of the educational community regarding the success of equal opportunity plan strategies implementation.

This report examines the subject of whether there has been progress towards the objectives of The Kentucky Plan since 2002. The data examined by this report only refer to African Americans and whites. This report, when compared to prior assessments, confirms that the Commonwealth has made slow but steady progress in enhancing educational opportunities for ethnic minorities. The growth, though incomplete, has been meaningful and deserves recognition.

The assessment compiled data as evidence of success and performance and the impact on African Americans in the Commonwealth. The report also juxtaposes challenges that continue to exist after more than two decades of operating under a remedial plan.



African American enrollment increased to 8.3% in 2006 from an average of 7.0% in prior years.

Students (Undergraduate Enrollment): Key Findings

- **African American (AA) enrollment increased to 8.3 percent in 2006 from an average of 7.0 percent in prior years.**
- **AA enrollment (8.3 percent) has exceeded its representation in the KY population (7.3 percent) each year since 1982.**
- **First-year retention of AA students (63.7 to 70.8 percent) is a major challenge for KY institutions.**
- **Retention of all AA students has not improved.**
- **Stronger intervention programs are needed.**

African American student enrollment (8.3 percent in fall 2006) in public postsecondary education in Kentucky has surpassed the representation of African Americans in the total Kentucky population (7.3 percent according to the 2000 U.S. Census), however, Kentucky's public institutions continue to face challenges retaining and graduating this segment of its student population.

The share of bachelor's degrees awarded to African Americans increased from 4.4 percent in 1979-80 to 6.5 percent in 2005-06.

As a system, the number of Kentucky resident African American participants in postsecondary education has consistently increased, especially considering the number enrolled in the system in 1980: 6,494 (7.7 percent) African American undergraduates enrolled in higher education, compared to 77,026 (92.3 percent) whites, according to the 1982 Commonwealth of Kentucky Higher Education Desegregation Plan. Four-year traditionally white institutions enrolled 3,857 African Americans of 63,235, UK community colleges enrolled 1,990 of 18,556, and KSU enrolled 647 of 1,729 students. Technical institutions were not part of the system in 1980, therefore, the figures do not include African American enrollment at technical institutions.

In 2006 African Americans represented (8.3 percent) 12,036 of 145,121 resident undergraduate students at public institutions. The 2006 enrollment included technical colleges. The data suggest that more consideration should be given to how to best support African Americans as they transition into postsecondary education.

Bachelor's Degrees Awarded: Key Findings

- **The share of bachelor's degrees awarded AA increased from 4.4 percent in 1979-80 to 6.5 percent in 2005-06.**
- **The proportion of AA bachelor's degree earners has not kept pace with their enrollment in the system (8.3 percent enrolled and 6.5 percent of total degrees awarded).**
- **The six-year graduation rate for AA on average systemwide was 37.7 percent.**
- **There has been no significant increase in AA participation in graduate programs.**
- **Doctoral degrees awarded AA increased by an average 2.1 percent since 1979-80.**
- **There continues to be a significant racial gap in the production of Ph.D.s when compared to degrees awarded whites.**
- **AA earning first professional degrees increased to 2.7 percent going from 1.1 percent (1979-80) of degrees awarded to 3.8 percent (2005-06).**

An important measure of productivity in postsecondary education is graduation rates and degrees awarded. According to the 2000 Census, 18,156 of 295,994 (6.1 percent) African Americans in Kentucky held a bachelor's degree compared to 17.1 percent of Kentucky's total population (453,469 of 4,041,769). Growth in the proportion of degree holders among African Americans shows slight increases but continues to lag behind the growth overall.

Bachelor's Degrees Awarded (African American and White)

University System	African American		White	
	Number	Percent	Number	Percent
1979-80	331	4.4%	7,116	95.6%
1996-97	509	5.4%	8,850	94.6%
2003-04	684	6.4%	9,975	93.6%
2004-05	675	6.2%	10,181	93.8%
2005-06	740	6.5%	10,662	93.5%

The 1979-80 degrees represents the base information included in Kentucky's 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

In 2005-06 African Americans were awarded 6.5 percent (740 of 11,402) of bachelor's degrees awarded to Kentucky residents, while whites were awarded 10,662 of the 11,402 degrees.

Employment of African Americans in Public Postsecondary Education: Key Findings

- **Representation of AA in the highest level of employment increased 9.6 percent from 119 in 2001 to 127 in 2006.**
- **AA continue to have a relatively small representation among faculty with market share remaining relatively flat at 5.1 to 5.4 percent.**
- **The largest increase in AA employment was among professional staff going from 6.7 percent in 2001 to 7.9 percent in 2006.**

Across the system, employment of African Americans in Kentucky's public postsecondary education system has been enhanced in some areas, but continues to lack improvement in others. Institutions continue to be challenged to increase the representation of African Americans as executives, administrators, and managers.

The 1982 Desegregation Plan indicates that in 1979 the representation of all African Americans among executives, administrators, and managers totaled 5.4 percent (63 of 1,161). The University of Kentucky community college system did not employ any African Americans in this category. African Americans employed in this category at traditionally white institutions were 27 of 1,117 (2.4 percent). The most recent data reveal that in 2006, African Americans employed in this area make up 9.6 percent (127 of 1,319). Traditionally white institutions employed 95 of 1,326 (7.2 percent), an increase of 68 African American executives.

During that same period executive staff positions grew from 1,161 in 1979 to 1,319 in 2006 (12 percent) while the increase in African American representation in the category increased from 63 in 1979 to 127 in 2006 (202 percent). The largest gain in market share occurred at traditionally white institutions.

Representation of AA in the highest level of employment increased 9.6% from 119 in 2001 to 127 in 2006.

**Kentucky's
public
postsecondary
institutions have
made slow but
steady progress.**

The 1982 Desegregation Plan indicates that in 1979, African American representation among full-time faculty was 3.1 percent (169 of 5,388); by comparison, in 2006, 5.4 percent (407 of 7,514) of full-time faculty were African American.

A total of 238 additional African American faculty joined the system over two decades, a 140.8 percent market share increase, while the system grew 39.5 percent from 5,388 to 7,514 faculty.

The most substantial progress seen in the employment of African Americans in postsecondary education has been professional staff.

In 1979, African Americans made up 5.3 percent (193 of 3,609) of professional staff. By comparison, 27 years later, 7.9 percent (603 of 7,671) of professional staff were African American. An additional 410 African American professional staff entered the system during that period (1979 to 2006).

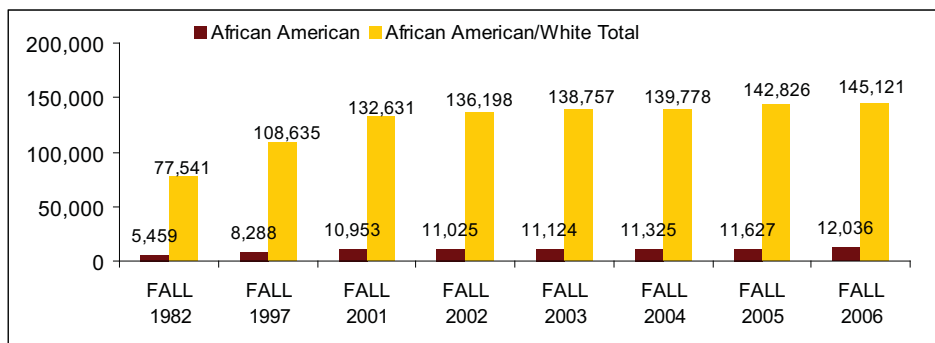
In conclusion, Kentucky's public postsecondary institutions have made slow but steady progress. Although many of the institutions continue to confront challenges, a variety of commitments, plans, programs, and strategies were developed and implemented to address the underrepresentation of African Americans in Kentucky's public higher education system.

ASSESSMENT OF SYSTEMWIDE PROGRESS

Students (Enrollment)

As a system, from 2001 to 2006 there has been a measurable increase in African Americans within the student body and the three employment categories identified by The Kentucky Plan. Participation of African Americans at the undergraduate level across the system has continually increased over the past six years (fall 2001 to fall 2006). See Figure 1. The increased level of participation is likely influenced by the combination of institutions' increased commitment to diversity, middle school student participation in the Governor's Minority Student College Preparation Program, student and parental participation in the Academically Proficient African American High School Junior and Senior Conference, and various other strategies and programs implemented by CPE and the institutions.

Figure 1: Kentucky Resident African American Undergraduate Participation 1982-2006



Enrollment refers to two-year and four-year institutions.

Source: CPE Comprehensive Database.

Similarly, African American first-time freshman participation increased. See Figure 1.5. The increase, ranging from 7.9 percent to 10.6 percent, though slight, is significant. The increase in first-time freshman enrollment may be attributable to the following: an increased number of African American students taking the rigorous high school curriculum, increased awareness of the necessity of a postsecondary education, an aggressive campaign by institutions to recruit underrepresented students, greater exposure to programs and activities that promote higher education, proximity of institutions to students' homes, and additional financial support for minority and low-income students.

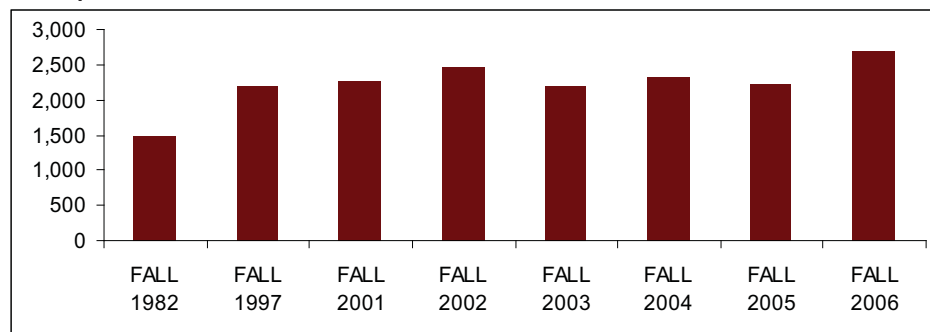


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As a system, Kentucky's public institutions continue to experience difficulties retaining first-year students.

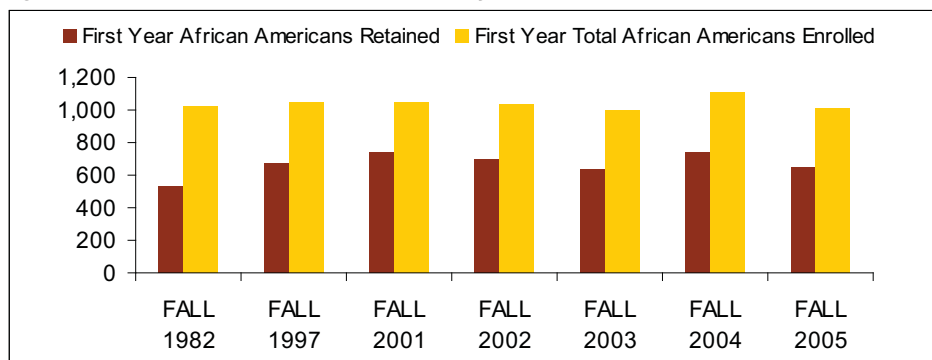
Figure 1.5: Kentucky Resident African American First-Time Freshman Participation 1982-2006



Enrollment refers to two-year and four-year institutions.
Source: CPE Comprehensive Database.

However, as a system, Kentucky's public institutions continue to experience difficulties retaining first-year students. The retention of Kentucky resident first-year African American students ranged between 63.7 percent and 70.8 percent (2001 to 2006). Their representation systemwide (see Figure 2) decreased for two consecutive years (2002 and 2003), increased in 2004, but again declined in 2005. Researchers, over time, have suggested a number of reasons that institutions have difficulty reducing attrition rates, including feelings of isolation, academic underpreparedness, limited mentors and role models, financial constraints, and the inability of students to acclimate to the campus environment/community. Increased attention is required to improve the retention rates of African American first-year students.

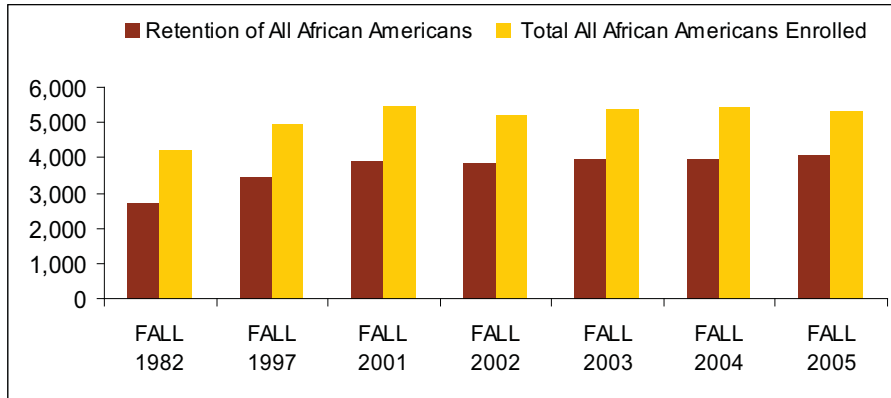
Figure 2: Retention* of First-Year Kentucky Resident African Americans 1982-2005



* Retention is defined as students who enrolled in one fall semester and returned the next fall semester.
Source: CPE Comprehensive Database.

While difficulties and challenges exist in retaining first year students, the rate of retention of all Kentucky resident African American undergraduates in the system consistently increased during the five-year period. See Figure 3. The rate ranged from 71.5 percent (3,915 of 5,479 students) in 2001 to 76.1 percent (4,065 of 5,338 students) in 2005. As a system, some institutions are experiencing small degrees of progress in retaining the minority undergraduate population.

Figure 3: Retention* of All Kentucky Resident African American Undergraduates 1982-2005

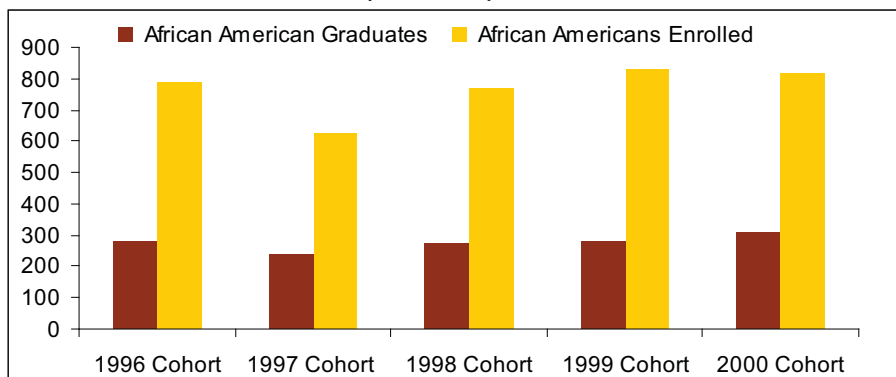


* Retention is determined by comparing total students enrolled in the fall semester to those who return the next fall semester.

Source: CPE Comprehensive Database

The rate of graduation for Kentucky resident African Americans from Kentucky's public institutions has gradually increased. For example, the 1996 cohort had 282 of 788 African Americans to graduate within six years, compared to 308 of 817 of the 2000 cohort. For any year during this period the system graduated no more than 37.7 percent of the African Americans enrolled in the system. See Figure 4. While some progress is evident, institutions must implement additional strategies to increase the six-year graduation rates of degree-seeking resident African Americans.

Figure 4: Degree Seeking Kentucky Resident African Americans in 1996 to 2000 Who Graduated Six Years Later (2002-2006)



* Cohort is defined as first-time degree-seeking students that have declared a major.

Source: CPE Comprehensive Database.

Participation by African Americans in graduate programs across the system increased between fall 2001 and fall 2006. Their representation in the system expanded from 5.3 percent to 6.4 percent during that same period. See Figure 5.

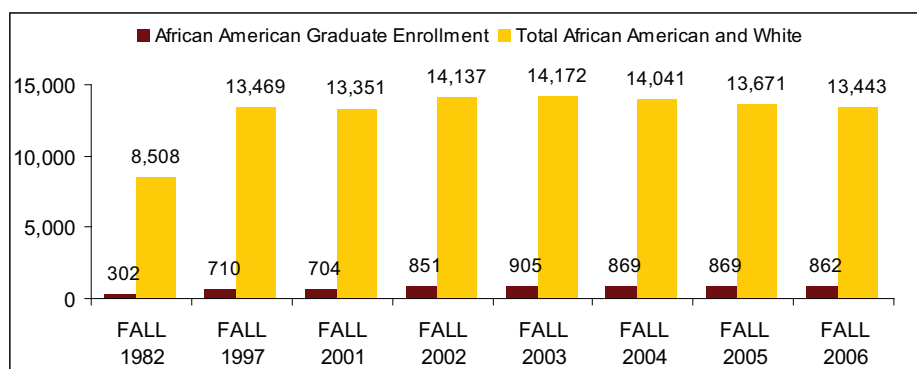
While some progress is evident, institutions must implement additional strategies to increase the six-year graduation rates of degree-seeking resident African Americans.



Institutions have experienced mixed results in the area of employment.

The greatest loss of market share occurred among the traditionally white comprehensive institutions with African American market share going from 71 of 1,039 (6.8 percent) to 69 of 1,076 (6.4 percent).

Figure 5: Kentucky Resident African American Participation in Graduate Education 1982-2006



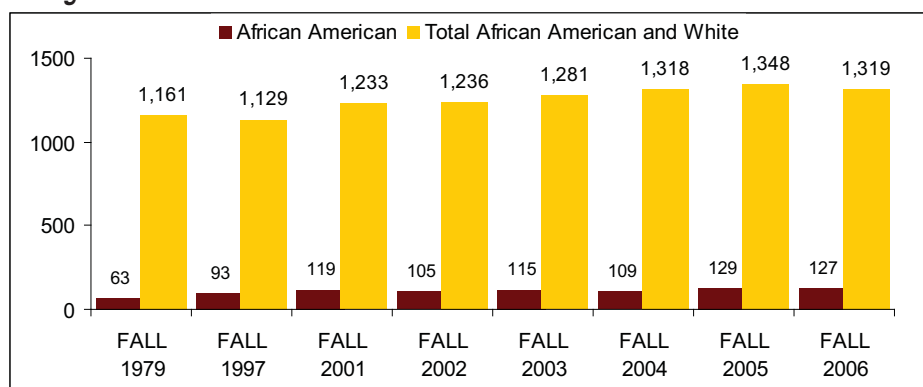
Kentucky State University students are not included in the 1982 figure (only one graduate program, Public Affairs, was available for students enrolled at KSU).

Source: CPE Comprehensive Database.

Employment

Institutions have experienced mixed results in this area. This is most evident among executives, administrators, and managers (Figure 6) where the representation of African Americans increased, but fluctuated each year showing the following pattern: 119 of 1,233 in 2001, 105 of 1,236 in 2002, 115 of 1,281 in 2003, 109 of 1,318 in 2004, 129 of 1,348 in 2005, and 127 of 1,319 in 2006. As a system, the number of positions filled by African Americans and whites grew from 1,233 to 1,319 (6.5 percent or 86 positions). African Americans garnered 10 or 11.6 percent of the 86 new positions increasing their market share from 119 to 127, or 9.6 percent. The greatest loss of market share occurred among the traditionally white comprehensive institutions with African American market share going from 71 of 1,039 (6.8 percent) to 69 of 1,076 (6.4 percent). Each institution encountered different challenges to increasing the representation of African Americans in this area.

Figure 6: Employment of African Americans as Executives, Administrators, and Managers 1979- 2006

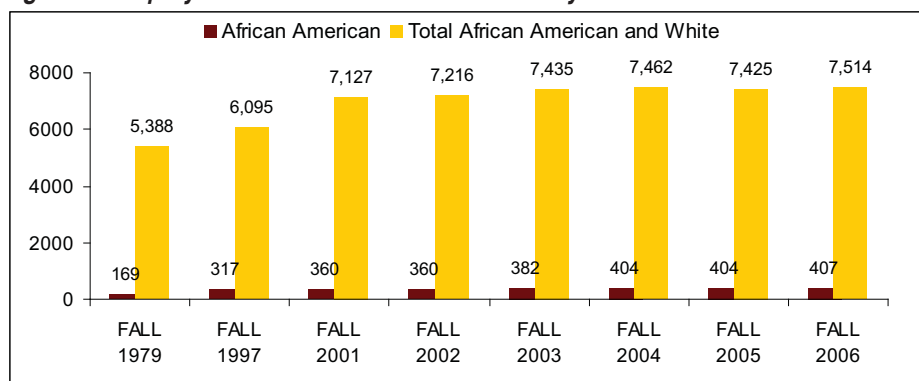


Source: CPE Comprehensive Database.

African American full-time faculty experienced a minimal increase from fall 2001 to fall 2006 with their market share remaining relatively flat, increasing from 5.1 percent to 5.4 percent (a 0.3 percent increase). Within the system the number of African American

faculty increased 47 positions overall, slight progress: 360 of 7,127 (5.1 percent) in 2001, 360 of 7,216 (5.0 percent) in 2002, 382 of 7,435 (5.1 percent) in 2003, 404 of 7,462 (5.4 percent) in 2004, 404 of 7,425 (5.4 percent) in 2005, and 407 of 7,514 (5.4 percent) in 2006. During the same period the market share of white faculty increased by 340 positions, from 6,767 of 7,127 in 2001 to 7,107 of 7,514 in 2006. See Figure 7. The relatively small representation of African Americans among full-time faculty is illustrative of a concern that confronts traditionally white institutions across the nation.

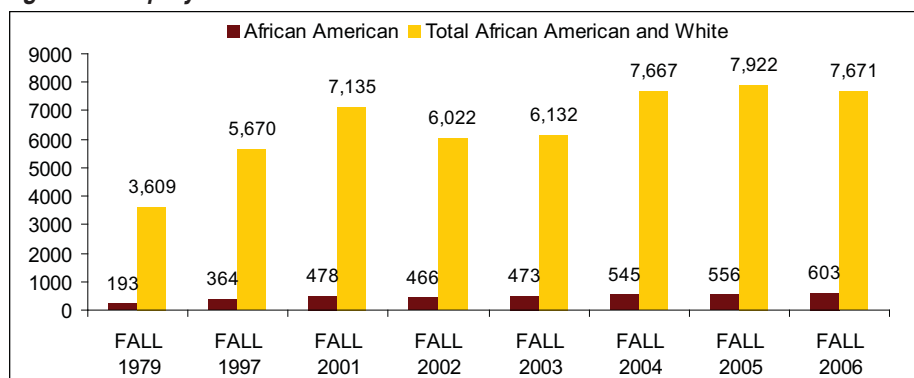
Figure 7: Employment of African American Faculty 1979-2006



Source: CPE Comprehensive Database.

The greatest degree of progress seen in the employment of African Americans across the system is in professional staff. See Figure 8. African Americans employed in this area increased significantly between 2001 and 2006: 478 of 7,135 in 2001, 466 of 6,132 in 2002, 473 of 6,132 in 2003, 501 of 7,048 in 2004, 556 of 7,922 in 2005, and 603 of 7,671 in 2006. Their increased representation in the system illustrates that greater diversity can and should be achieved by postsecondary education institutions in Kentucky.

Figure 8: Employment of African Americans as Professional Staff 1979-2006



Source: CPE Comprehensive Database.

The greatest degree of progress seen in the employment of African Americans across the system is in professional staff.



Access to a quality postsecondary education is fundamental to the long-term success of African American and other ethnic minority groups.

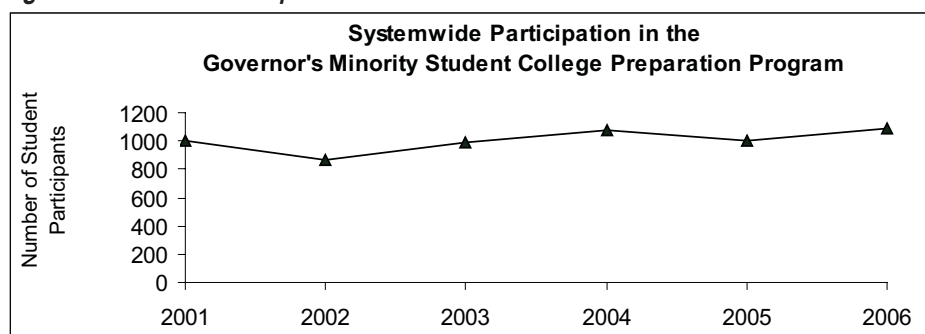
STUDENT PIPELINE PROGRAMS

Access to a quality postsecondary education is fundamental to the long-term success of African American and other ethnic minority groups. Similarly, it is essential to address the Commonwealth's demand for a more educated populace given the requisite skills required to attract businesses to the state and to compete in a world economy.

The Governor's Minority Student College Preparatory Program (GMS CPP)

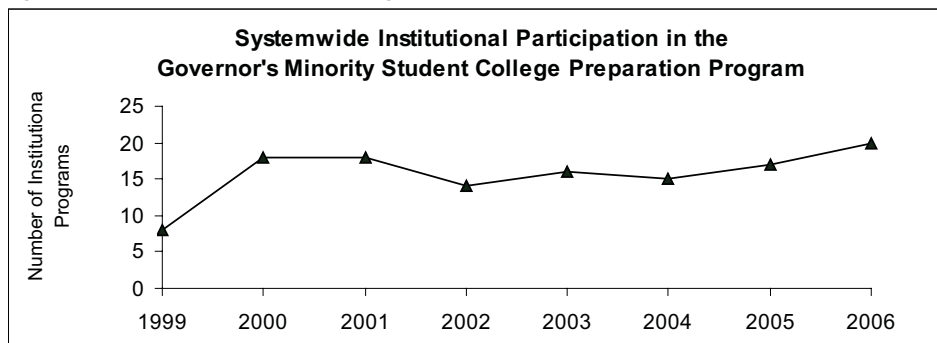
Governor Martha Layne Collins established the Governor's Minority Student College Preparation Program in 1986 to: (1) provide academic enrichment activities for middle and junior high school minority students to encourage them to stay in school and to enter college, (2) make young African American students aware of the benefits and value of college and more likely to consider college as an achievable option, and (3) prepare these students to be successful in college-level work and persist to college graduation. The program is implemented collaboratively by the Council and the institutions. In 2006, a total of 20 postsecondary institutions and 1,091 middle and junior high school students participated in the program. Many of the students that participated in the program four years ago have successfully transitioned out of the GMS CPP and enrolled in postsecondary institutions in Kentucky and other states.

Figure 9: Student Participation in the GMS CPP



Source: Institutional Annual GMS CPP Reports.

Created over 20 years ago, the GMS CPP has experienced success in promoting access through programs that intimately acquaint students with the institutional campus, administrators, faculty, staff, and a diverse group of college students. As a supplement to the campus based program activities, the Council sponsors a statewide conference each year, hosted by an institution, to enable participants from programs across the state to interface.

Figure 10: Number of GMSCP Programs

Source: Institutional Annual Reports.

The conference has been hosted on the campuses identified below:

2001	University of Kentucky
2002	Murray State University
2003	Eastern Kentucky University
2004	Northern Kentucky University
2005	Western Kentucky University
2006	University of Louisville
2007	Morehead State University
2008	University of Kentucky

The conference introduces students to a variety of educational environments and ethnic minority and majority students and allows them to acquire a better understanding and appreciation for campus cultures. These steps are expected to increase the students' comfort level with the campus environment and ultimately lead to increased participation in postsecondary education.

Data were compiled to get a sense of the 2002-03 and 2003-04 GMSCPP student cohorts that enrolled in Kentucky's postsecondary education system after transitioning out of the program and graduating from high school. The analysis inferred, through a longitudinal review, that the sixth, seventh, and eighth grade participants of the GMSCPP were influenced to enroll at postsecondary institutions in fall 2005, fall 2006, and fall 2007. Of 580 participants from the 2002-03 and 2003-04 program data, a total of 120 participants (20.7 percent) enrolled in college courses after graduating; 43 of the 120 students enrolled in dual credit programs as high school students. Information regarding students that may have attended an out-of-state institution is not available.

The Academically Proficient African American High School Junior and Senior Conference

The conference was originally created as a means for traditionally white institutions to accomplish the commitments of The 1982 Desegregation Plan with the U. S. Department of Education's Office for Civil Rights to address remnants of the de jure segregation policies regarding access to postsecondary education for Kentucky resident African Americans. The primary purpose of the conference is to give Kentucky's public and independent colleges and universities an opportunity to recruit academically promising or proficient students early in their junior and senior year. This opportunity is vital for the

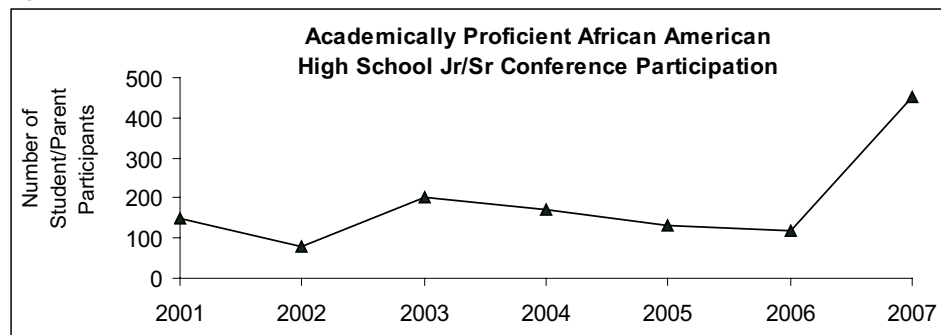
Of 580 GMSCPP participants from the 2002-03 and 2003-04 program, a total of 120 participants (20.7 percent) enrolled in college courses after graduating. In addition, 43 of the 120 students enrolled in dual credit programs as high school students.



institutions to gain a competitive advantage to recruit students who will be successful. The program was so named to assure participating institutions of students' academic performance and the composition of the audience being served.

The conference is one of several specific programs that support postsecondary education's effort to diversify the system of postsecondary education. The Council collaborates with the Kentucky Department of Education and a postsecondary institution to sponsor the annual conference. It has been one of the more successful public/private collaborations among institutions and state agencies to promote equal opportunity. The conference is intentionally held during a time of the year that distinguishes it from the typical student recruitment fairs and provides access by invitation. Among students, parents, and institutions, the Academically Proficient African American High School Junior and Senior Conference is the most popular and longest running program.

Figure 11: Annual Conference Attendance



Source: GMS CPP Annual Reports.

The conference has been hosted by the campuses identified below:

2001	University of Louisville
2002	Northern Kentucky University
2003	Transylvania University
2004	Western Kentucky University
2005	Morehead State University
2006	Eastern Kentucky University
2007	University of Louisville
2008	Murray State University

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

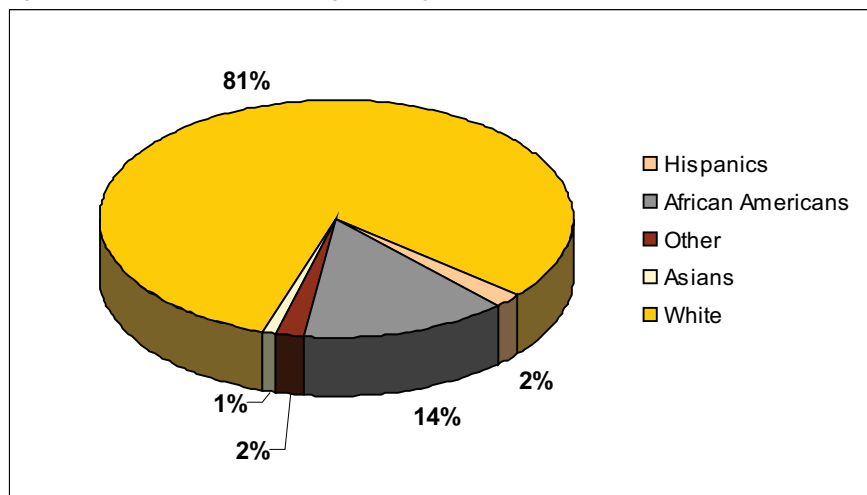
While not directly tied to the Partnership with the Office for Civil Rights or The Kentucky Plan, GEAR UP is a critical program that initiates activities that make students at the middle school aware of postsecondary opportunities and helps them prepare to succeed in college. GEAR UP provides funds for a variety of services, including extra instruction, help with school subjects, visits to colleges, mentoring, training for school personnel, and information for parents to help them understand the importance of motivating their children to excel in school and plan for college. It is a program of the

U.S. Department of Education that aims to get more students into college. The priorities exemplified by GEAR UP are awareness, rigor, engagement, access, and support.

- Awareness is giving students counseling and information about the importance of college, getting ready for college, what they need to do to get into college, the cost of college, and financial aid.
- Rigor is making sure that all students can take the most challenging classes and improving teaching and instruction.
- Engagement is getting parents to expect students to do excellent work and giving parents information about getting ready for college.
- Access is giving parents information about financial aid for college and making sure that all students can go to college, even if they can't pay for it.
- Support is making sure that students don't fail, by helping them with school work and other issues.



Figure 12: GEAR UP Kentucky Demographic Profile



Based on statewide enrollment, 2006-07

For more information about the GEAR UP Kentucky program, see Appendix B.



**Institutions are
experiencing
slow but steady
progress.**

ENROLLMENT OF AFRICAN AMERICAN STUDENTS

Undergraduate Student Enrollment

In fall 2003, resident African American undergraduate student enrollment was 8.0 percent (11,124) of the African American and white enrollment -10,472 at traditionally white institutions and 652 at Kentucky State University. See Tables 1-4. Universities enrolled 5,738 students and KCTCS enrolled 5,386 students. Traditionally white four-year institutions enrolled 7.0 percent (5,086). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,806), while Jefferson Community and Technical College enrolled the largest share of African American students (1,889) among the community and technical colleges. Honorable mention goes to Lexington Community College with an enrollment of 927 African American students and Hopkinsville Community College with 518 African American students.

Table 1: Undergraduate Enrollment (African American and White)

Fall 1982	African American	Total (AA+W)	Percent African American
Universities (TWI)	3,522	60,644	5.8%
Kentucky State University	570	1,239	46.0%
UK Community College System*	1,367	15,658	8.7%
Total	5,459	77,541	7.0%

*The Kentucky Community and Technical College System did not exist in 1982.
Source: CPE Comprehensive Database.

Table 1.1: Undergraduate Enrollment (African American and White)

Fall 1997	African American	Total (AA+W)	Percent African American
Universities (TWI)	4,551	67,930	6.7%
Kentucky State University	651	1,573	41.4%
Community Colleges	3,086	39,132	7.9%
Total	8,288	108,635	7.6%

Source: CPE Comprehensive Database.

Table 1.2: Undergraduate Enrollment (African American and White)

Fall 2003	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,086	72,459	7.0%
Kentucky State University	652	1,321	49.4%
Community and Technical Colleges	5,386	64,977	8.3%
Total	11,124	138,757	8.0 %

Source: CPE Comprehensive Database

In fall 2004, resident African American undergraduate student enrollment was 8.1 percent (11,325) of the African American and white enrollment -10,698 at traditionally white institutions and 627 at Kentucky State University. Universities enrolled 5,796 students and KCTCS enrolled 5,529 students. Traditionally white four-year institutions enrolled 7.1 percent (5,169). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,818), while Jefferson Community and Technical College enrolled the largest share of African American students (2,110) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,092 students, Lexington Community College with an enrollment of 929 African American students, and Hopkinsville Community College with 471 African American students.

Table 2: Undergraduate Enrollment (African American and White)

Fall 2004	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,169	72,376	7.1%
Kentucky State University	627	1,346	46.6%
Community and Technical Colleges	5,529	66,056	8.4%
Total	11,325	139,778	8.1%

Source: CPE Comprehensive Database

Resident African American student enrollment in fall 2005 was 8.1 percent (11,627) of the African American and white enrollment -10,940 at traditionally white institutions and 687 at Kentucky State University. Universities enrolled 5,744 students and KCTCS enrolled 5,883 students. Traditionally white four-year institutions enrolled 7.0 percent (5,057). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,770), while Jefferson Community and Technical College enrolled the largest share of African American students (2,283) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,143, Bluegrass Community and Technical College (LCC and CKTC) with an enrollment of 1,273 African American students, and Hopkinsville Community College with 470 African American students.

Table 3: Undergraduate Enrollment (African American and White)

Fall 2005	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,057	72,016	7.0%
Kentucky State University	687	1,412	48.7%
Community and Technical Colleges	5,883	69,398	8.5%
Total	11,627	142,826	8.1%

Source: CPE Comprehensive Database.

In fall 2004, the University of Louisville reported the largest enrollment of resident African Americans students (1,818) among the universities, while Jefferson Community and Technical College enrolled the largest share of African American students (2,110) among the community and technical colleges.



Kentucky resident African American enrollment in fall 2006 was 8.3 percent (12,036) of the African American and white enrollment—11,278 at traditionally white institutions and 758 at Kentucky State University. Universities enrolled 5,765 students and KCTCS enrolled 6,271 students. Traditionally white four-year institutions enrolled 6.9 percent (5,007). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,697), while Jefferson Community and Technical College enrolled the largest share of African American students (2,463) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,178, Bluegrass Community and Technical College (LCC and CKTC) with an enrollment of 1,396 African American students, and Hopkinsville Community College with 482 African American students.

Table 4: Undergraduate Enrollment (African American and White)

Fall 2006	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,007	72,077	6.9%
Kentucky State University	758	1,436	52.8%
Community and Technical Colleges	6,271	71,608	8.8%
Total	12,036	145,121	8.3%

Source: CPE Comprehensive Database.

Systemwide, the programs and strategies implemented by public universities and community and technical colleges have been effective in increasing African American student participation in postsecondary education.

Graduate Student Enrollment

Available research indicates that the higher the degree, the lower the representation of African Americans and other ethnic minority groups. The Commonwealth, through CPE, provides funding and coordination for programs designed to help increase the representation of ethnic minorities in postsecondary education. Kentucky's public institutions have strategies, best practices, and programs to further address the underrepresentation of ethnic minorities.

While participation of African Americans in graduate education increased between 2001 and 2006, the representation of African American graduate students decreased during the four-year period between 2003 and 2006. However, African American participation in graduate education has increased since desegregation planning began more than two decades ago. As a system, African American graduate students made up 6.4 percent (905 of 14,172) of the graduate enrollment in 2003, including 5.8 percent (820 of 14,031) at the traditionally white universities and 60.3 percent (85 of 141) at Kentucky State University. In 2004, African American participation was 6.2 percent (869 of 14,041) of the graduate enrollment, including 5.7 percent (796 of 13,919) at the traditionally white universities, and 59.8 percent (73 of 122) at Kentucky State University. African Americans made up 6.4 percent (869 of 13,671) of the graduate enrollment in 2005, including 5.9 percent (805 of

13,551) at the traditionally white universities, and 53.3 percent (64 of 120) at Kentucky State University. In 2006, African Americans made up 6.4 percent (862 of 13,443) of the graduate enrollment, including 6.0 percent (796 of 13,323) at the traditionally white universities, and 55.0 percent (66 of 120) at Kentucky State University.

Table 5: Graduate Enrollment (African American and White)

University System Academic Year	African American		White	
	Number	Percent	Number	Percent
1982	302	3.5%	8,206	96.5%
1997	710	5.3%	12,759	94.7%
2003	905	6.4%	13,267	93.6%
2004	869	6.2%	13,172	93.8%
2005	869	6.4%	12,802	93.6%
2006	862	6.4%	12,581	93.6%

Kentucky State University students were not included in the 1982 figure (only one graduate program, Public Affairs, was available for students enrolled at KSU).

Source: CPE Comprehensive Database.





The proportion of African American degree earners in Kentucky has not kept pace with their enrollment in postsecondary education.

DEGREE ATTAINMENT OF AFRICAN AMERICANS

Bachelor's Degrees

The proportion of African American degree earners in Kentucky has not kept pace with their enrollment in postsecondary education. Systemwide, the number of African Americans completing the baccalaureate degree has increased, however, on average during 2003-04 to 2005-06 only 6.4 percent of all bachelor's degrees were awarded to Kentucky resident African Americans.

In 2003-04, African Americans were awarded 6.4 percent (684 of 10,659) of African American and white baccalaureate degrees awarded by public institutions, including 5.9 percent (617 of 10,533) at the traditionally white universities and 53.2 percent (67 of 126) at Kentucky State University. African Americans earned 6.2 percent (675 of 10,856) of the baccalaureate degrees in 2004-05, including 5.7 percent (610 of 10,732) at traditionally white universities and 52.4 percent (65 of 124) at Kentucky State University. Resident African Americans were awarded a total of 6.5 percent (740 of 11,402) of African American and white baccalaureate degrees in 2005-06, including 6.0 percent (678 of 11,293) at the traditionally white universities and 56.9 percent (62 of 109) at Kentucky State University.

The number of baccalaureate degrees awarded by Kentucky State University decreased between 2003-04 and 2005-06; however, Kentucky State was the single institution that awarded a proportionate percentage of baccalaureate degrees to both resident African Americans and whites during the three-year period. Five universities had an increase in the number of degrees awarded during the three-year period, while others reported decreases in degrees awarded to resident African Americans.

Table 6: Bachelor's Degrees Awarded (African American and White)

University System Academic Year	African American		White	
	Number	Percent	Number	Percent
1979-80	331	4.4%	7,116	95.6%
1996-97	509	5.4%	8,850	94.6%
2003-04	684	6.4%	9,975	93.6%
2004-05	675	6.2%	10,181	93.8%
2005-06	740	6.5%	10,662	93.5%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

Doctoral Degrees

The Council supports equal opportunity programs that address the underrepresentation of minority faculty and administrators in the Commonwealth. One such program supported by CPE focuses on increasing the number of African American and minority academicians across the nation. The Southern Regional Education Board's Doctoral Scholars Program was developed in 1993 with support from The Pew Charitable Trust and the Ford Foundation. According to SREB, the Compact for Faculty Diversity is part

of a nationwide initiative to produce more ethnic minority Ph.D.s and to encourage them to seek faculty positions. SREB states share resources, work to expand their minority applicant pool, support qualified candidates with financial assistance for up to five years of graduate study, and assist graduates and postsecondary education institutions in identifying employment opportunities. The program has maintained a retention rate of almost 90 percent, more than 70 percent of its graduates have begun academic careers in postsecondary education and more than 70 percent are employed in SREB states.

The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville jointly implement the program in the Commonwealth. The specific areas of concentration supported by the program include science, mathematics, education (math or science), and engineering. An ethnic minority student who is a U.S. citizen (Native American, Hispanic, Asian American, or African American), holds or will receive a bachelor's or master's degree from a regionally accredited college or university, and has been accepted into a Ph.D. program at UK or UofL is eligible to apply for Kentucky's program.

Since its inception, Kentucky's program has served 79 scholars as of October 2007, has produced 34 graduates and has 37 students currently matriculating. Kentucky participation includes 72 African Americans, two Hispanic Americans, four American Indian/Alaskan Natives, and one scholar identified as other; 49 females and 30 males are served by the program. A total of 46 scholars have been served by the University of Kentucky, and 25 scholars have been served by the University of Louisville. Additionally, one scholar has been served by a non-Kentucky institution. Of the 34 graduates, 30 are currently employed, 80 percent in education (all in postsecondary education). Kentucky's postsecondary education system employs 16 SREB graduates.

The program has proven to be an unqualified success. In its thirteenth year, attendance at the Teaching and Mentoring Institute exceeded 1,000 participants. As of January 2007, only 24 of the over 250 graduates were employed outside their disciplines.

As a system, Kentucky awarded a total of 34 (7.6 percent) doctoral degrees to African Americans between 2003-04 and 2005-06. African Americans earned 15 (11.1 percent) of the doctoral degrees awarded in 2003-04, and 7 (4.3 percent) in 2004-05. In 2005 African Americans earned 12 (7.9 percent) of the doctoral degrees awarded in the public universities.

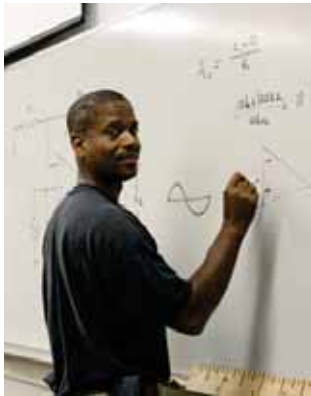
Table 7: Doctoral Degrees Awarded (African American and White)

Academic Year	African American	Total (AA+W)	Percent African American
1979-80	3	75	4.0%
1996-97	4	113	3.5%
2003-04	15	135	11.1%
2004-05	7	161	4.3%
2005-06	12	152	7.9%

The 1979-80 data shows the degrees awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

Since its inception, Kentucky's Doctoral Scholars Program has served 79 scholars. As of October 2007, the program has produced 34 graduates and has 37 students currently matriculating.



Overall, there continues to be a significant racial gap in the production of Ph.D.s, when juxtaposing African Americans with whites. The analysis indicates that more effort should be given to preparing and encouraging minorities to enter the graduate education pipeline. The low production of Ph.D.s has a devastating effect on the presence of African Americans among faculty. In 2006, African Americans made up 3.9 percent (66 of 1,713) of the full-time faculty at Kentucky's flagship institution, and 7.1 percent (87 of 1,218) of full-time faculty at Kentucky's metropolitan research institution.

First Professional Degrees

Kentucky institutions award first professional degrees in three areas: dentistry, medicine, and law. Three institutions have programs that support first professional degrees: Northern Kentucky University, the University of Kentucky, and the University of Louisville. Among these institutions, African Americans were awarded 76 (3.8 percent) first professional degrees between 2003-04 and 2005-06. The number of degrees awarded by NKU did not change, while UK noted a decrease. UofL had an increase in degrees awarded during that period.

African Americans earned 3.6 percent (23 of 643) of all first professional degrees in 2003-04 and 4.2 percent (29 of 697) in 2004-05, a clear but slight improvement from the previous year. The number of first professional degrees awarded to African Americans in 2005-06 declined to 3.8 percent (24 of 639).

Table 8: First-Professional Degrees Awarded (African American and White)

Academic Year	African American	Total (AA+W)	Percent African American
1979-80	8	760	1.1%
1996-97	24	647	3.7%
2003-04	23	643	3.6%
2004-05	29	697	4.2%
2005-06	24	639	3.8%
Total	108	3,386	3.1%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

The number of African Americans earning first professional degrees at the University of Kentucky increased between 2003-04 and 2004-05, before declining by half in 2005-06. First professional degrees awarded by the University of Louisville held constant from 2003-04 to 2004-05, before increasing by four in 2005-06. Northern Kentucky University awarded only one degree each year, during the three-year period (NKU only offers a professional degree in law).

Overall, Kentucky has seen a very small increase in the number of first professional degrees earned by African Americans. The level of performance in this area clearly indicates a need for Kentucky's institutions to develop more effective programs, support services, financial aid, and a system of accountability that encourages better performance by programs.

Table 9: First-Professional Degrees Awarded by Institution (AA and White)

Institution	Academic Year	African American		White	
		Number	Percent	Number	Percent
Northern Kentucky University	1979-80	0	0.0%	98	100%
	1996-97	2	3.6%	54	96.4%
	2003-04	1	1.7%	59	98.3%
	2004-05	1	1.1%	92	98.9%
	2005-06	1	1.3%	78	98.2%
University of Kentucky	1979-80	5	1.6%	304	98.4%
	1996-97	14	4.6%	291	95.4%
	2003-04	12	3.6%	320	96.3%
	2004-05	18	5.1%	334	94.9%
	2005-06	9	2.7%	329	97.3%
University of Louisville	1979-80	3	0.8%	350	99.2%
	1996-97	8	2.8%	278	97.2%
	2003-04	10	4.0%	241	96.0%
	2004-05	10	4.0%	242	96.0%
	2005-06	14	6.3%	208	93.7%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.





Five of eight universities showed an increase in the number of African Americans employed in executive, administrative, or managerial positions.

EMPLOYMENT OF AFRICAN AMERICANS

Full-time Faculty

African Americans made up 5.1 percent (382 of 7,435) of African American and white full-time faculty (by comparison, undergraduate students made up 8.0 percent or 11,124 of 138,757) in Kentucky's public postsecondary education system in 2003, including 4.6 percent (244 of 5,294) at the traditionally white universities, 38.4 percent (53 of 138) at Kentucky State University, and 4.2 percent (85 of 2,003) at the KCTCS. African Americans made up just 3.7 percent (62 of 1,692) of the African American and white full-time faculty at the flagship institution, and 6.2 percent (73 of 1,169) at the metropolitan research institution.

In 2004, African Americans represented 5.4 percent (404 of 7,462) of African American and white full-time faculty, including 4.9 percent (261 of 5,375) at the traditionally white universities, 41.2 percent (56 of 136) at Kentucky State University, and 4.5 percent (87 of 1,951) at the KCTCS. Kentucky's research institutions employed a total of 146 of 2,899 African American and white full-time faculty.

In 2005, African Americans were 5.4 percent (404 of 7,425) of African American and white full-time faculty, including 5.0 percent (271 of 5,412) at the traditionally white universities, 40.0 percent (54 of 135) at Kentucky State University, and 4.2 percent (79 of 1,878) at the KCTCS. Kentucky's research institutions employed a total of 150 of 2,916 full-time faculty.

A total of 5.4 percent (407 of 7,514) of African American faculty members were employed at Kentucky's public institutions in 2006 were African American, including 5.0 percent (276 of 5,497) at the traditionally white universities, 36.1 percent (48 of 133) at Kentucky State University, and 4.4 percent (83 of 1,884) at the KCTCS. Similar to previous years, Kentucky's research institutions employed a total of 153 of 2,931 full-time faculty.

While many institutions made some progress toward their objectives, the system's small percentage of African American full-time faculty characterizes a difficulty that confronts traditionally white institutions across the nation -- a limited pool of professors to diversify the campus, an insufficient number of researchers and educators, and a scarcity of role models and mentors to provide support and guidance to both minority and majority students. To effectively diversify the faculty complement Kentucky's public postsecondary education system must create a larger pool of minority candidates.

Table 10: Full-time Faculty (African American and White)

System	African American	Total (AA+W)	Percent African American
1979	169	5,388	3.1%
1997	317	6,095	5.2%
2003	382	7,435	5.1%
2004	404	7,462	5.4%
2005	404	7,425	5.4%
2006	407	7,514	5.4%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

Executive, Administrative, and Managerial

A commitment of The Kentucky Plan is to increase the representation of African Americans employed in executive, administrative, and managerial positions. As a system, the representation of African Americans gradually increased. In 2003, a total of 115 (9.0 percent) African Americans were employed in this area, in 2004, the number decreased to 109 (8.3 percent), before increasing to 129 (9.6 percent) in 2005. African American representation in this area totaled 127 (9.6 percent) in 2006.

Five of eight universities (EKU, KSU, UK, NKU, and WKU) showed an increase in the number of African Americans employed in this category. When the institutions were combined the number of African Americans employed at the community and technical colleges of KCTCS gradually increased between 2003 and 2006.

Kentucky's postsecondary institutions must share innovative approaches, as well as identify best practices, to better address the underrepresentation of African Americans in this area. The leadership at the institutions – president, department chairs, deans, chief executive and academic-officers must be increasingly engaged to influence diversity in the pipeline. Greater involvement should result in diversity being a high institutional priority and the presence of more African Americans a reality.

Table 11: Executive, Administrative, and Managerial Staff (AA and White)

System	African American	Total (AA+W)	Percent African American
1979	63	1,161	5.4%
1997	93	1,129	8.2%
2003	115	1,281	9.0%
2004	109	1,318	8.3%
2005	129	1,348	9.6%
2006	127	1,319	9.6%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

Other Professionals (Nonfaculty)

Over a four-year period, the number of African Americans employed as professional staff increased. This particular area has noted the greatest level of success over a five-year period. In 2003, a total of 473 (7.7 percent) African Americans were employed in this area; in 2004, the number increased to 545 (7.1 percent), increasing again to 556 (7.0 percent) in 2005, and finally another increase 603 (7.9 percent) in 2006.

Evaluation of this category shows that African American market share shows gains at some institutions, while others lag behind. Four of eight universities (UK, UofL, MuSU, and WKU) had share increases, while the remaining universities noted fluctuations and decreases. KCTCS made progress employing African Americans in professional positions from 2003 to 2006. As a system, progress has been promising.





This particular area has noted the greatest level of success over a five-year period.

Table 12: Other Professionals (African American and White)

System	African American	Total (AA+W)	Percent African American
1979	193	3,609	5.3%
1997	364	5,670	6.4%
2003	473	6,132	7.7%
2004	545	7,667	7.1%
2005	556	7,922	7.0%
2006	603	7,671	7.9%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

ENHANCEMENT OF HISTORICALLY BLACK KENTUCKY STATE UNIVERSITY

The Commonwealth has addressed each of the concerns outlined in the partnership with the U. S. Department of Education, Office for Civil Rights.

Among the remaining initiatives identified in The Partnership to enhance Kentucky's historically black Kentucky State University was the renovation of several academic facilities and one residence hall. Also, on November 16, 2005, the staffs of the Office for Civil Rights, the Council on Postsecondary Education, and Kentucky State University conducted a review of Kentucky State University's facilities as part of the OCR final review of the status of The Partnership. As of this writing those projects have been authorized and funded by the General Assembly and are either underway or completed.

Renovation of Hathaway Hall: Phase I and II of this project were authorized at a total scope of \$11,196,000. The source of funds was state bonds with debt service paid by the General Fund. Phase I of the project is complete and Phase II is underway and nearing completion.

Renovation of Carver Hall: This project was authorized at a scope of \$5,000,000 and is completed. The source of funds was state bonds with debt service paid by the General Fund.

Renovation of Young Hall Dormitory: In November 2005, the OCR amended The Partnership Agreement to allow KSU to construct new housing units rather than renovate Young Hall dormitory, and agreed that this new project would satisfy the commitment. The 2005 General Assembly authorized and provided funding for this project. Kentucky State University and the Commonwealth were authorized to jointly implement a project to renovate Young Hall dormitory. Funding for this project is \$5,735,000 in state bonds, \$4,547,000 in university revenue bonds, and \$396,000 in university cash. The total project authority is \$10,678,000. The project is substantially complete (February 2008).

KSU Student Performance on PRAXIS II: The Partnership called for the Commonwealth and KSU to work collaboratively to assist KSU students to pass the certification test at the average performance level of education students in programs at other Kentucky institutions. KSU reported that 100 percent of the students in the 2002-03 and 2003-04 cohorts passed the PRAXIS II assessment. As reported in April 2005, the performance of KSU students, as reported by KSU, is above the statewide average of Kentucky institutions.

Enrollment Stabilization Program: In 2002, the KSU Board of Regents and the Council on Postsecondary Education commissioned a comprehensive assessment of Kentucky State University. The report, *Planning for Renewed Excellence*, April 25, 2003, completed by Baker & Hostetler, Cleveland, Ohio, concludes, "KSU incurs a significant amount of infrastructure and overhead costs relative to its enrollment. The only way to reduce the per-student fixed cost is to increase enrollment so the costs can be spread over a larger base." The Council recommended to the Governor that special funding to stabilize and grow the student base be included in the 2004-06 biennial budget and using a similar approach recommended a "small institution adjustment" in the 2006-08 recommendation. The funds would be used to develop



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the necessary infrastructure, to develop planning strategies, to secure consulting, to implement strategies to increase the enrollment, and to establish a summer transition program for new freshmen. At this writing, the Commonwealth is experiencing a revenue down turn and has implemented a 3 percent budget reduction for FY 2007-08 and had recommended to the 2008 General Assembly that a further reduction (12 percent) be made to the base appropriations of institutions and other executive branch agencies. The status of the recommendation of an additional reduction of 12 percent will not be known until after April 15, 2008.

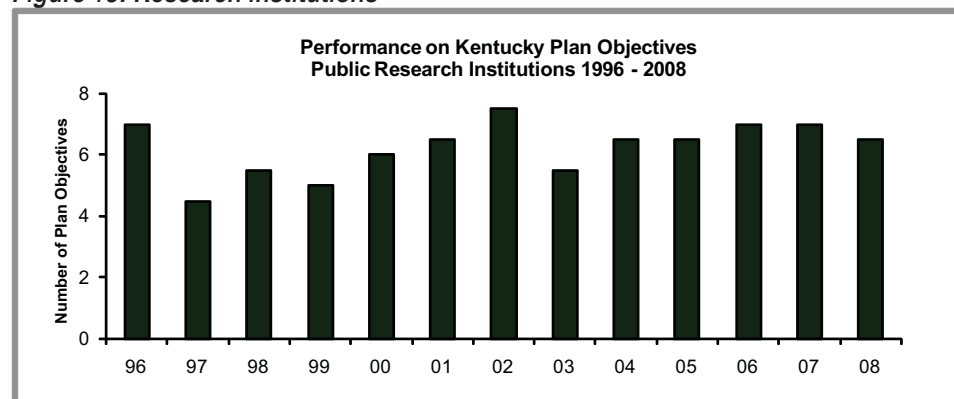
The Committee on Equal Opportunities annually communicates with the Governor regarding appointments needed to ensure that the KSU Board of Regents retains strong leadership and an active membership.

ANNUAL ASSESSMENT OF PERFORMANCE ON OBJECTIVES DEGREE PROGRAM ELIGIBILITY

An evaluation system for providing unfettered access to undergraduate education and employment/career opportunities in postsecondary education is in the interest of the Commonwealth, research universities, comprehensive institutions, and two-year colleges with responsibility for recruiting students, providing the education, granting degrees, and employing a diverse faculty and professional staff. A system of data sharing that is transparent on student access and success and employment and career advancement is particularly important for prospective students who must decide whether and where to pursue more education and credentialed professionals who also must determine where to cast their lot in pursuit of meaningful career opportunities. This summary condenses the results of an annual report card, from 1996 to 2008, that describes institutional success in implementing strategies to achieve the objectives of the 1997-2002 Kentucky Plan for Equal Opportunities that promotes compliance with Title VI of the Civil Rights Act of 1964.

The assessments should document for the generalist the slow but steady gains made by African Americans within the public postsecondary system. The cumulative performance rates are presented in the bar graphs. See Figures 13-15. The accompanying detail should provide the casual reader with an understanding of the differing patterns of success experienced by each institution over the 13 year period (1996 to 2008). In the aggregate, the analysis suggests that the research institutions are the most consistent performers with progress on six or more objectives nine of the thirteen years evaluated; the comprehensive institutions showed progress on six or more objectives in only seven of the thirteen years. The community and technical colleges as a system performed poorly on the four objectives used to evaluate their progress showing progress on three or more objectives in three of the thirteen years. Year thirteen (2008) is the first time that all universities showed progress on six or more of the eight university plan objectives (Kentucky State University showed continuing progress on six of its seven Kentucky Plan objectives) and 15 of the 16 community and technical colleges showed progress on three or more of their four plan objectives.

Figure 13: Research Institutions



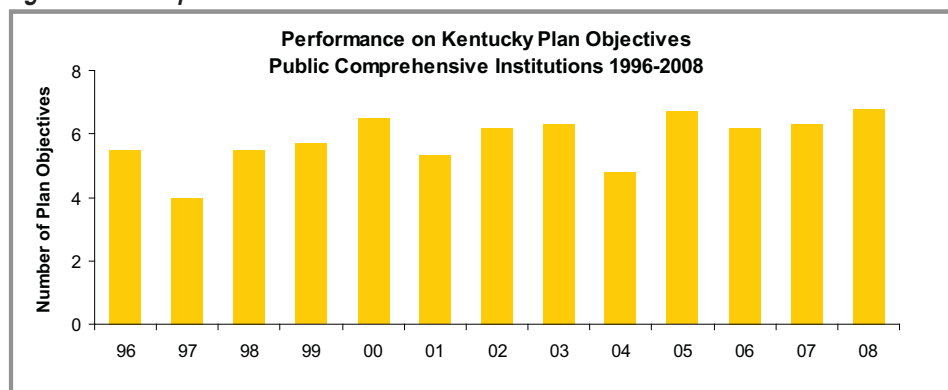
Source: CPE Comprehensive Database.



An evaluation system for providing unfettered access to undergraduate education and employment/career opportunities in postsecondary education is in the interest of the Commonwealth.

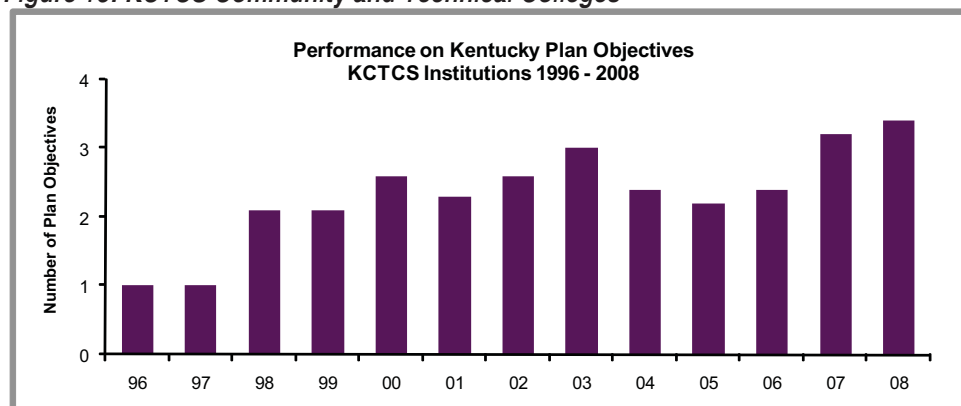
Kentucky's research institutions are the most consistent performers in this area, with progress on six or more objectives in nine of the thirteen years evaluated.

Figure 14: Comprehensive Institutions



Source: CPE Comprehensive Database.

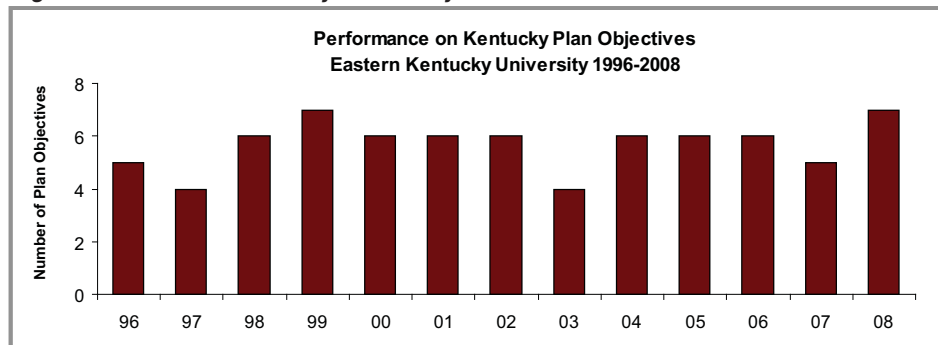
Figure 15: KCTCS Community and Technical Colleges



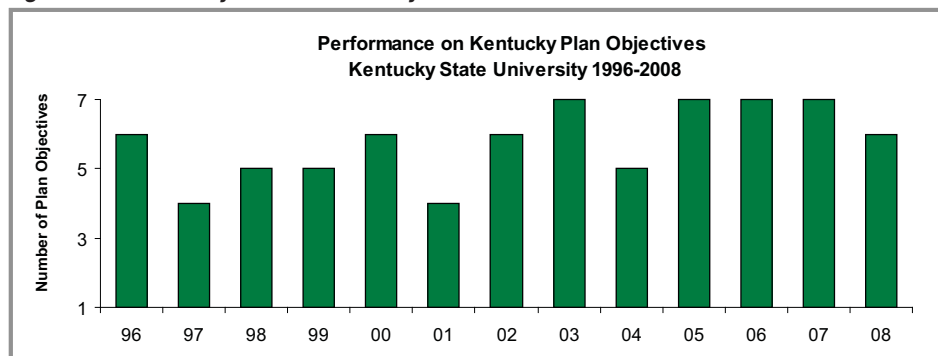
Source: CPE Comprehensive Database.

Even with a record performance in 2008, among the universities, the performance of two declined, three improved, and three were unchanged. In the Kentucky Community and Technical College System five improved their performance, ten performed at the same level, and the performance of one decreased.

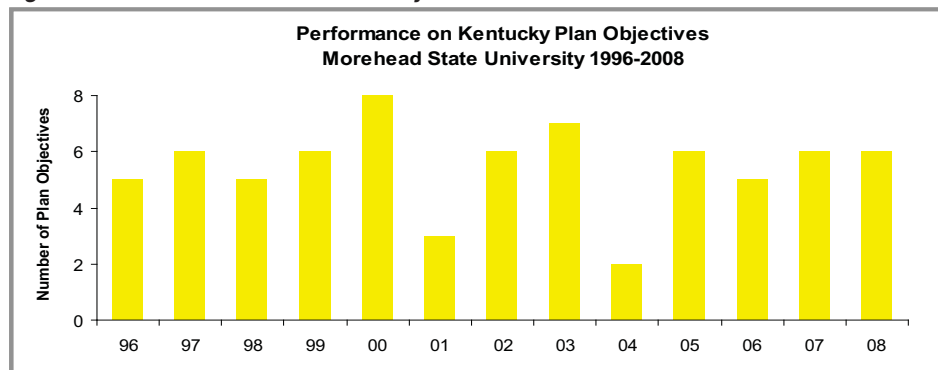
A review of the data shows that the timing for reaching a consistent level of performance on the six or more objectives varies considerably among the universities. The data do not indicate any degree of consistency in performance among community and technical colleges. Actual performance on objectives by year and institution is presented in the bar graphs. See Figures 16-39. The differences in success by institutions across the system may be due to various reasons, such as the level of priority given diversity within the institution's strategic plan, the involvement of the academic officer, the involvement of the president, the amount and duration of financial support dedicated to programs identified to achieve diversity goals, the quality of academic advising and mentoring, institution and program policies, and future job prospects.

Figure 16: Eastern Kentucky University

Source: CPE Comprehensive Database

Figure 17: Kentucky State University

Source: CPE Comprehensive Database

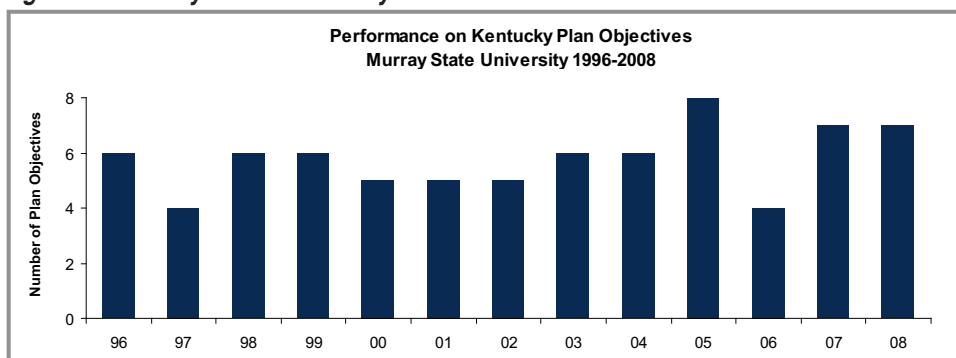
Figure 18: Morehead State University

Source: CPE Comprehensive Database



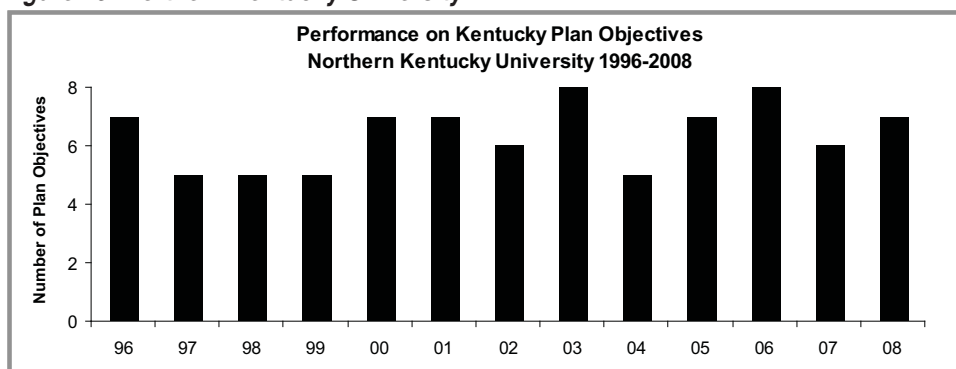
A system of data sharing that is transparent on student access and success... is particularly important for prospective students who must decide whether and where to pursue more education.

Figure 19: Murray State University



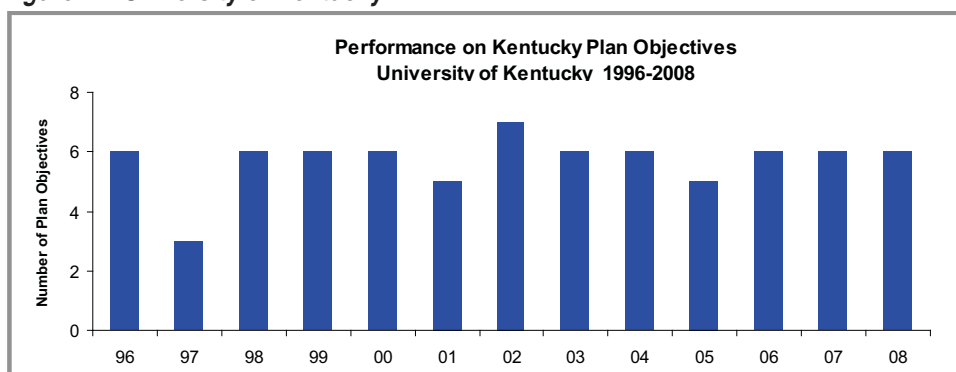
Source: CPE Comprehensive Database

Figure 20: Northern Kentucky University



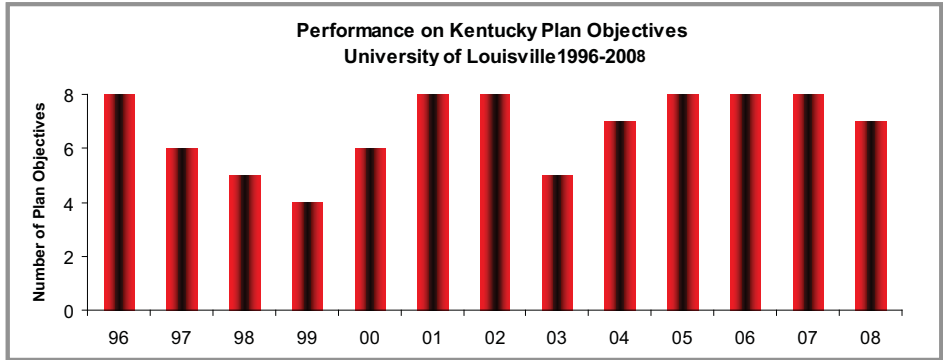
Source: CPE Comprehensive Database

Figure 21: University of Kentucky



Source: CPE Comprehensive Database

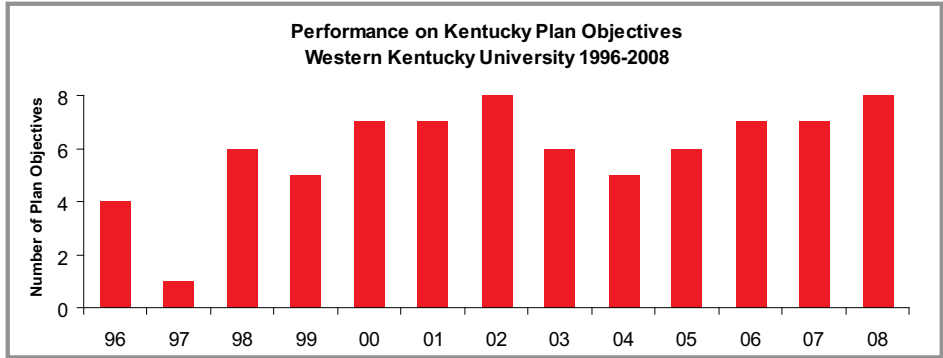
Figure 22: University of Louisville



Source: CPE Comprehensive Database.

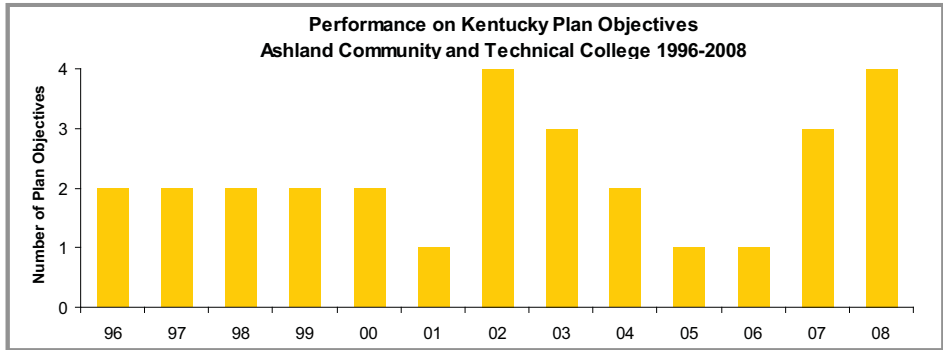


Figure 23: Western Kentucky University



Source: CPE Comprehensive Database

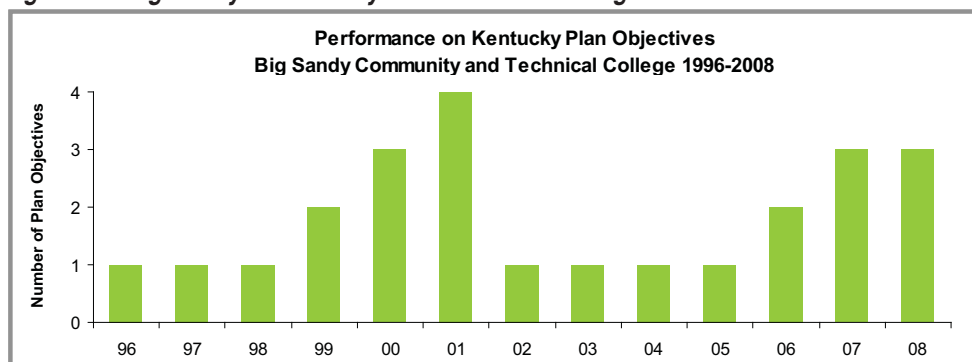
Figure 24: Ashland Community and Technical College



Year thirteen (2008) is the first time that all universities showed progress on six or more of the eight university plan objectives.

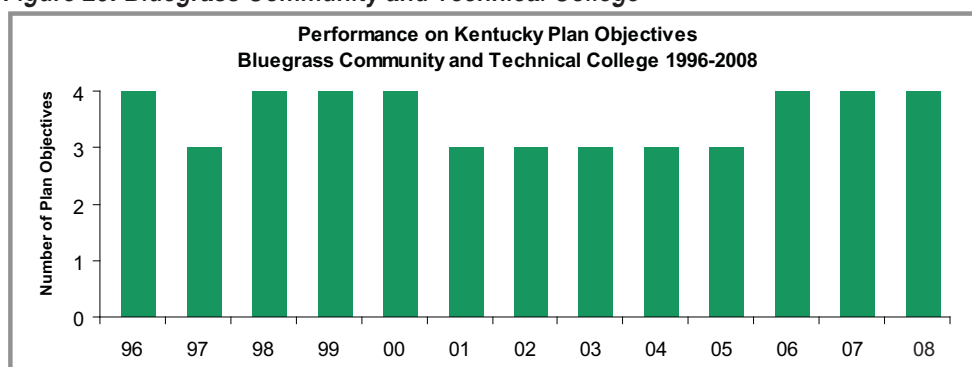
Source: CPE Comprehensive Database

Figure 25: Big Sandy Community and Technical College



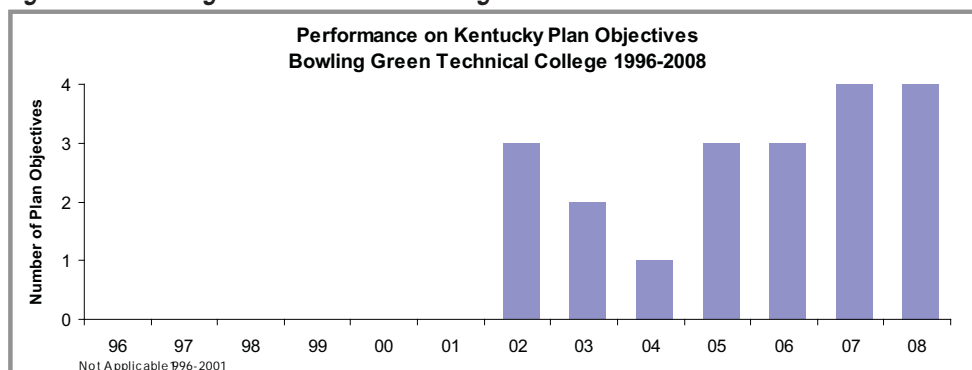
Source: CPE Comprehensive Database

Figure 26: Bluegrass Community and Technical College



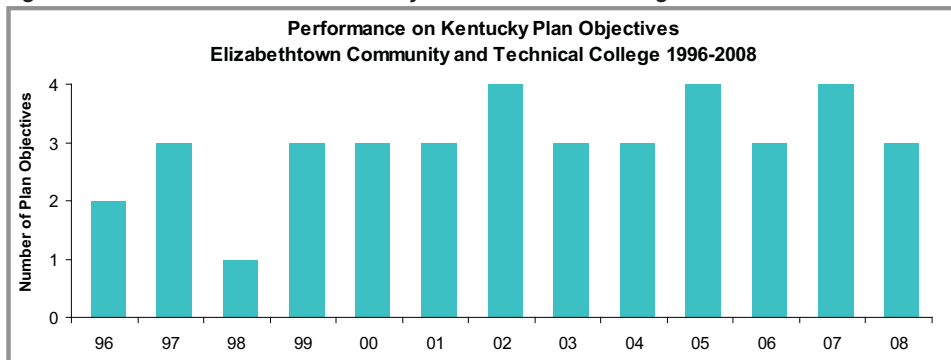
Source: CPE Comprehensive Database

Figure 27: Bowling Green Technical College



Source: CPE Comprehensive Database

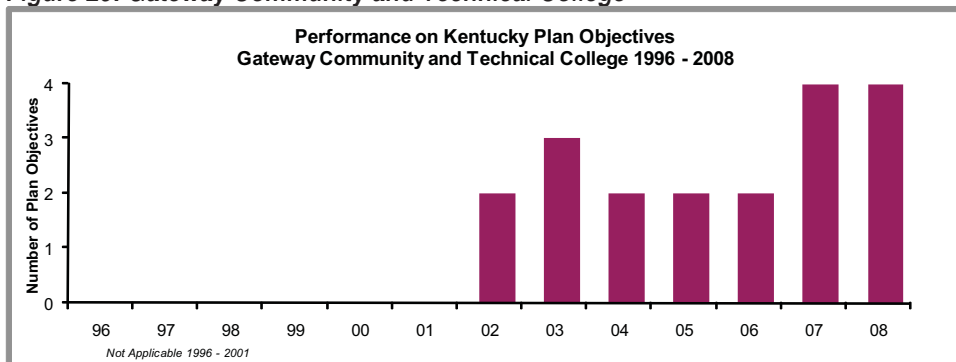
Figure 28: Elizabethtown Community and Technical College



Source: CPE Comprehensive Database

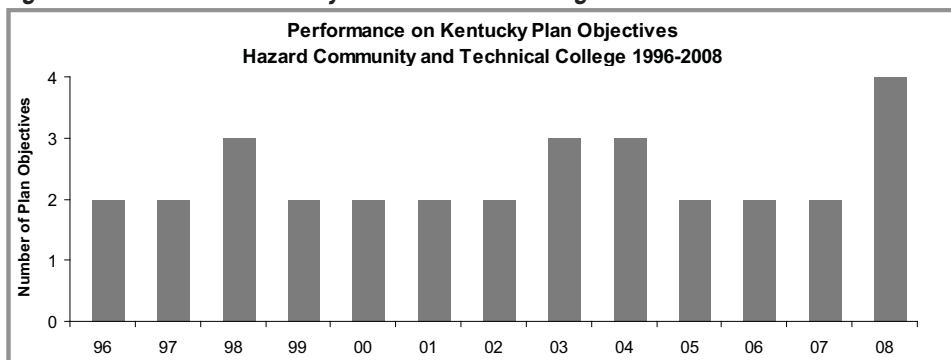


Figure 29: Gateway Community and Technical College



Source: CPE Comprehensive Database

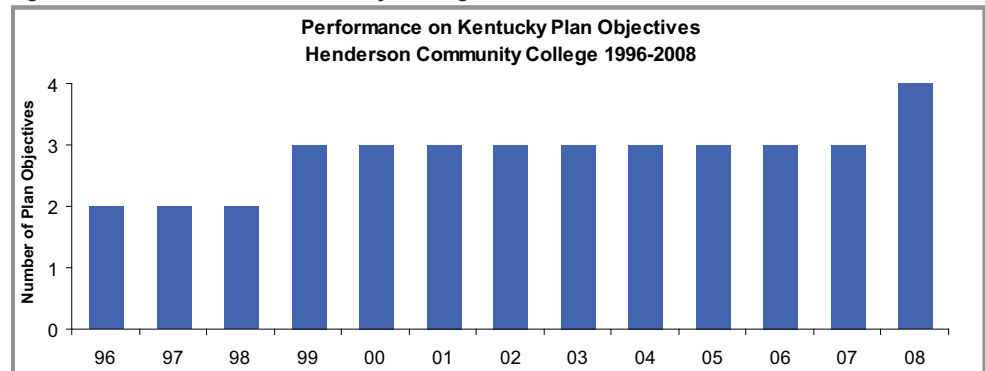
Figure 30: Hazard Community and Technical College



Source: CPE Comprehensive Database

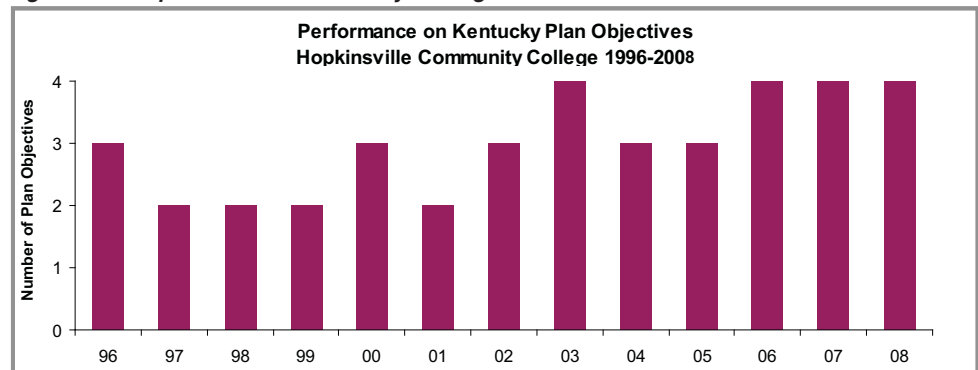


Figure 31: Henderson Community College



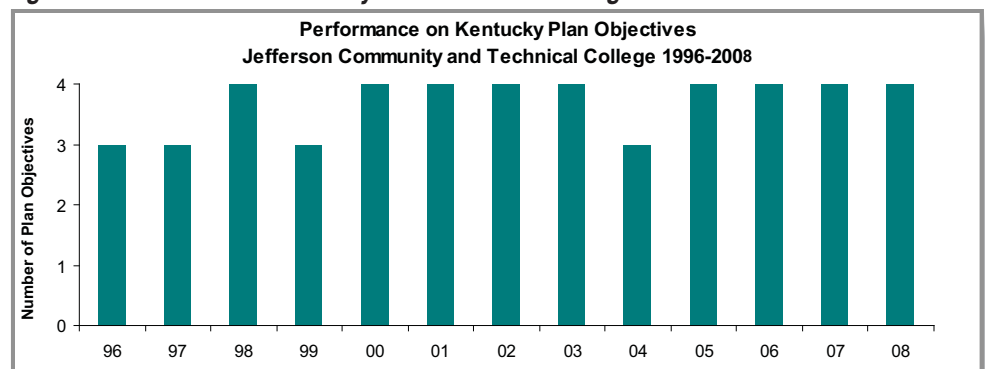
Source: CPE Comprehensive Database

Figure 32: Hopkinsville Community College



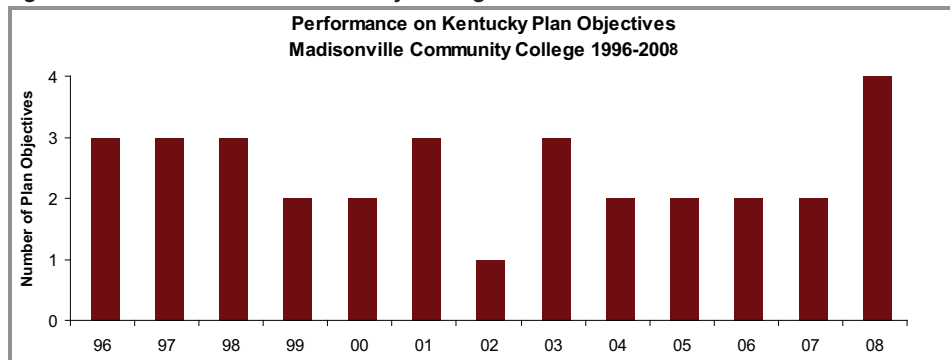
Source: CPE Comprehensive Database

Figure 33: Jefferson Community and Technical College



Source: CPE Comprehensive Database

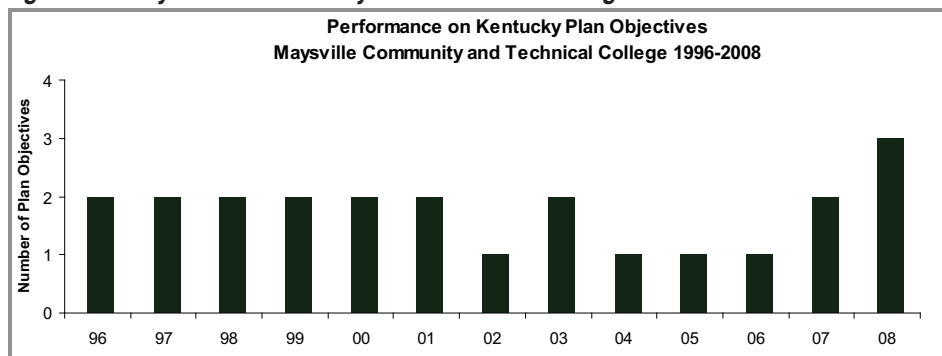
Figure 34: Madisonville Community College



Source: CPE Comprehensive Database

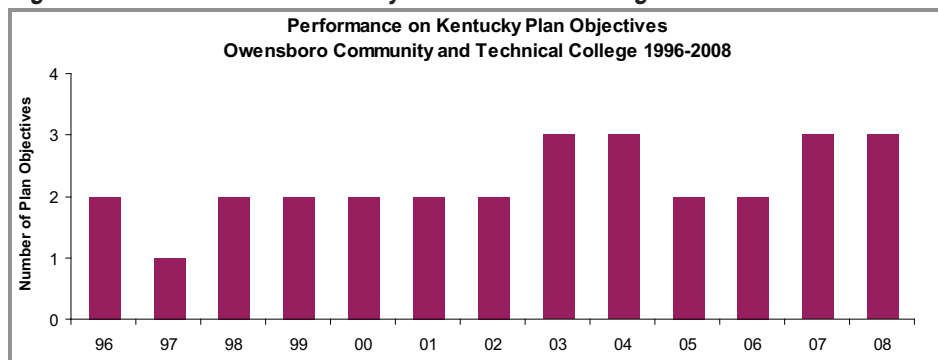


Figure 35: Maysville Community and Technical College



Source: CPE Comprehensive Database

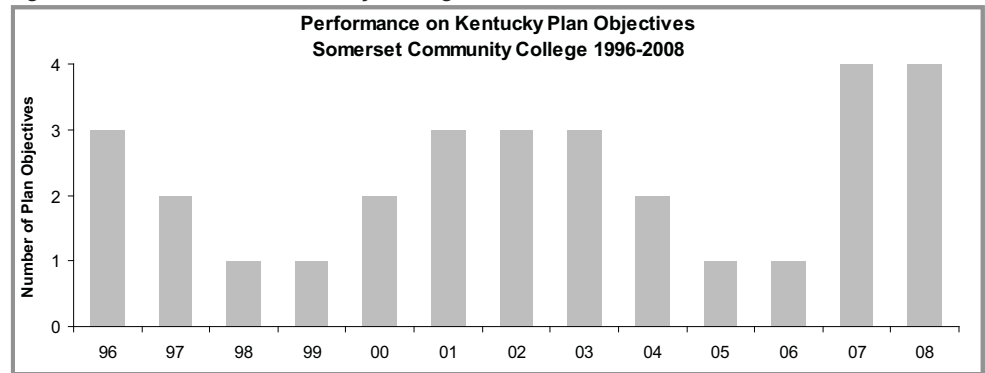
Figure 36: Owensboro Community and Technical College



Source: CPE Comprehensive Database

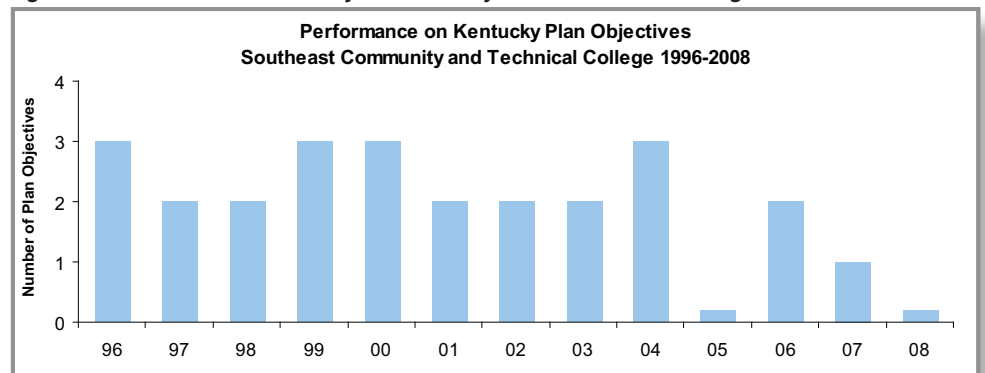


Figure 37: Somerset Community College



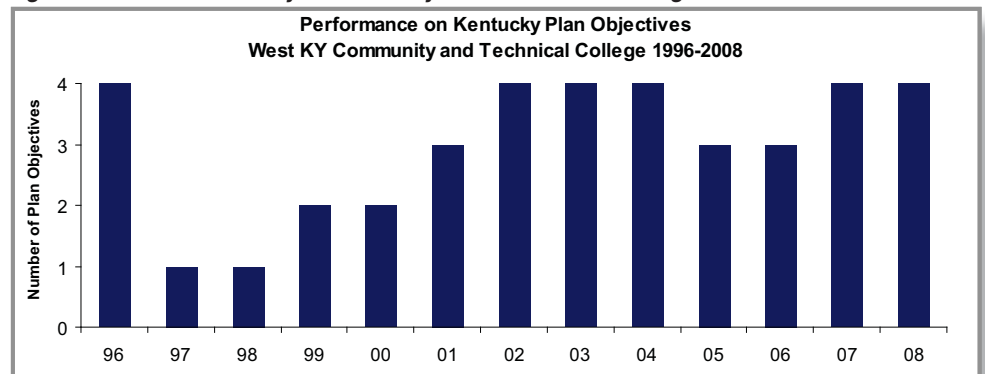
Source: CPE Comprehensive Database

Figure 38: Southeast Kentucky Community and Technical College



Source: CPE Comprehensive Database

Figure 39: West Kentucky Community and Technical College



Source: CPE Comprehensive Database

Performance rate by institution type is a critical factor to consider. There are differences between research, comprehensive, and community/technical or two-year institutions that could influence performance rates, such as funding levels, regions of the state where located, program offerings, support programs, and staffing. The two research institutions, over time, have almost identical performance rates (progress on six or more objectives in 10 of the 13 years). The degree of success varied more widely at the comprehensive institutions (progress on six or more objectives over a time frame ranging between eight and eleven of the thirteen years). The community and technical colleges experienced a more dramatic variance in performance. Among community and technical colleges a dominant share of performance challenges occurred among institutions in the more rural areas of the state where the population of African Americans is limited.

Performance rate by institution type is a critical factor to consider.



The findings, as presented, suggest continual but minimal increases in participation by African Americans at each level in the system.

CONCLUSION

The data used in this assessment allow for a thorough examination of system performance and patterns of institutional achievement across the broad spectrum of institution types in postsecondary education in Kentucky. The findings, as presented, suggest continual but minimal increases in participation by African Americans at each level in the system. And the findings imply that improvements in the performance of some institutions would have a significant impact on the overall performance of the system. The sluggish and less consistent performance by some community and technical colleges is troublesome and deserves additional study.

At the aggregate level the data show that four-year institutions performed at a relatively high rate after the initial implementation of the evaluation system. The average level of performance for the system is consistent over time. The findings suggest that institutions modified existing or implemented new strategies to monitor performance. And the influence of the changes should continue to diminish the gaps in performance.

The performance data show that the aggregate and individual institution performance of the system varied in the early years but with time has become more consistent. The performance rate at most comprehensive institutions does not differ significantly from that of the research institutions. Research institutions appear to have more focused programs, but program types may be insignificant when considering the level of priority given diversity by institution leadership.

The ultimate intent of the assessment of performance in equal opportunity planning is to analyze the factors that affect success patterns and to develop best-practice recommendations for policy makers, institutions, the postsecondary systems, and the general college bound population. The findings, when aligned with institutional performance patterns, can be used to better inform system and institutional policy on diversity, access, and equity in postsecondary education. Because they understand variations in contexts, as well as the impact of education, employment opportunities, and access, senior institution administrators should be leading the discussion of increasing the level of diversity in all areas of the system.

APPENDIX A- INSTITUTIONAL BEST PRACTICES

SYSTEM REPORT 2003-06: THE KENTUCKY PLAN INSTITUTIONAL BEST PRACTICES

Kentucky's public institutions implement innovative programs to recruit, retain, and graduate African American undergraduate and graduate students, as well as to recruit and retain faculty, executives, and professional staff. Designed as outreach strategies, the programs are intended to increase the retention and graduation rates of all students, although some programs focus specifically on the enrollment and retention of minority students. The goal is to provide both majority and minority students with access to postsecondary education, as well as assistance towards graduation.

The examples identified in the appendices highlight strategies that were identified by institutions to promote interactions between K-12 with postsecondary education, initiatives to recruit and retain African American students, programs to assist first-time freshmen in acclimating to the campus, programs to assist African American students to graduate and prepare to enroll in graduate and professional programs, as well as initiatives to recruit and retain African American faculty, staff, and administrators.



Eastern Kentucky University

EKU University Diversity Faculty Recruitment and Retention Incentive Plan / Funds

Eastern Kentucky University is committed to excellence in teaching, scholarship and service. The University's commitment to excellence in these areas is also reflected in its commitment to recruiting and retaining an inclusive and diverse population of outstanding faculty, including specifically members of ethnic minority groups and individuals who have been disadvantaged historically from opportunities in higher education in Kentucky by virtue of its past policy of de jure segregation in its public university system. Additionally, the University is committed to having a faculty with the ability to promote tolerance and understanding in an educational environment that values diversity and desires to meet the challenges, opportunities, and obligations of preparing students for a global society. The University's ability to promote such an understanding is greatly enhanced by faculty who themselves are representative of the diverse population of our nation. In keeping with this commitment, Eastern Kentucky University has developed this University Diversity Faculty Recruitment and Retention Plan ("Plan").

The goal of the Plan is to enhance equal opportunity through expanded recruitment and retention to attain a diverse faculty population and to assist the University in achieving the African-American faculty employment goal for institutions of higher education in the Commonwealth of Kentucky under The Kentucky Plan for Equal Opportunities in Postsecondary Education ("Kentucky Plan"), Senate Bill 398 and its implementing regulations. The Kentucky Plan was designed in response to the Office of Civil Rights' notice to the Commonwealth of Kentucky that it was one of ten states operating a racially segregated system of higher education in violation of Title VI of the Civil Rights Act of 1964. The purpose of the Kentucky Plan is to provide remedial activities through increased recruitment and retention programs for African American students and desegregating faculties, staffs and governing boards to eliminate the vestiges of the formerly segregated system of higher education and to bring Kentucky's institutions of higher education into compliance with Title VI. Senate Bill 398 and its implementing regulations established the criteria used to determine an institution's compliance with equal opportunity objectives established under the Kentucky Plan and augments the Kentucky Plan.

The purposes and functions of this Plan are to (i) induce academic departments to engage more fully in recruiting outreach efforts that achieve a broadened pool of faculty candidates with ethnically diverse representation for tenure track faculty positions, (ii) assist the University in achieving the African-American faculty employment and retention goals of the Kentucky Plan, (iii) provide additional resources to departments to support new faculty hires that will assist in attaining a diverse faculty population and achieving the African-American faculty employment and retention goals of the Kentucky Plan, (iv) support departmental activities and programs that are supportive of the successful professional development and retention of new faculty hires under this Plan, and (v) provide additional support for department operating budgets, including the support of teaching, scholarship and service. Contingent upon available funds, this Plan will provide for a pool of available incentive funds, with the amount of the incentive funds pool to be determined each fiscal year in accordance with the University's budget process.



Kentucky Community and Technical College System

Gateway Community and Technical College (GCTC) Assess College Cultural Climate

As a first step in the development of a plan to enhance cultural inclusiveness, the college contracted with The Bridges for a Just Community, Inc., to assess the college's cultural climate. Surveys, focus groups, and personal interviews were conducted. A review of the institutional websites, and materials related to college policies, procedures, goals, strategies and curriculum was also completed. The Diversity Team Chair secured the Bridges group, which is located in Cincinnati, OH. In the past Bridges conducted assessments with a variety of Tri-State (KY, IN and OH) cultural organizations and groups. Findings from the assessment and review process provided the College Leadership and the Cultural Diversity Team a solid baseline of data and priority areas of focus. A strategic diversity action plan, complete with goals and objectives was finalized in August 2007. Three strategic outcomes have been implemented to date.

1. Increase diversity training and awareness opportunities-provide two trainings per year.
2. Provide diversity awareness and interaction through events.
3. Involve Student Government Association in the implementation of GCTC diversity and inclusiveness strategic plan
4. Appointed Student Government Association Representative to serve on the college's Cultural Diversity Team.

Gateway Community and Technical College (GCTC) Diversity Resource Center

The GCTC Diversity Resource Center, established in 2007 by GCTC Cultural Diversity Team serves to enhance the recruitment and retention of African American students, faculty and staff, by providing cultural information to the entire college community of students and workforce. Specifically, the Center:

1. Serves as the hub for newly-organized Multicultural Student Organization,
2. Organizes and promotes cultural events,
3. Coordinates and facilitates diversity professional development, and
4. Houses a collection of diversity-related books, literature and professional development materials for students and employees to enhance their knowledge related to diversity.

Availability of this resource is communicated to the college community through e-mail. During the Fall 2007 semester, the Center provided four (4) professional development opportunities for staff and faculty. Workshops included the following titles: "Diversity Awareness", "Changing Minds through Diversity", "Cultural Baggage", and "Moving Beyond Tolerance and Compliance". Theresa Little/Counselor for the Title III grant conducted the workshops. Though participation in these training programs has been limited to date, additional diversity training programs are planned for the future.

The Center also sponsored and promoted a variety of annual cultural heritage events, lectures and other special programs. Specially organized events and programs were presented around the following cultural/heritage celebrations; Hispanic Heritage, Chinese New Year, Black History, Asian Awareness, Native American Heritage and Women's History. Events were informal and opened to the college community and public. Students and employees were the primary audience.

Maysville Community and Technical College (MCTC) Employee Mentoring Program

MCTC seeks to move its African American employees toward higher levels of education and higher positions within the organization. African American employees are mentored with career counseling and educational planning by the Chief Academic Officer in conjunction with the Diversity Director. Employees either self initiate the process or are informally approached by administrative staff about the possibilities. The initiative is communicated throughout the organization via the Diversity Ad Hoc Committee, the Diversity Action Plan and the college website. To date, two employees have benefitted

from this program. One employee earned a bachelor's degree and was promoted from Asst to the President/CEO to the Student Development Specialist. A second employee was initially hired as a counselor for the Title IV Program in 2006 and then in 2007, he was promoted to Director of the Title IV Program.

Maysville Community and Technical College (MCTC) Grow Your Own

Recognizing that many MCTC graduates want to remain in/return to the local area after earning additional education credentials, MCTC staff and faculty maintain informal contact through e-mail, telephone conversations, and local family members with our African American graduates in an effort to hire them at MCTC when employment opportunities present. MCTC staff and faculty also identify and network informally with African American professionals in the local area about becoming MCTC faculty. One student, currently studying for an advanced degree at UK was invited back to MCTC to be a member of VISTA in 2007. Since the conclusion of VISTA, this student is being encouraged by MCTC faculty and staff to pursue adjunct teaching positions at MCTC. To date, two individuals have been hired, one as an adjunct faculty the other as a full time faculty member. Both positions were filled in the Allied Health Division.

Owensboro Community and Technical College (OCTC) Multicultural Student Association

Established by the Director of Cultural Diversity, the Multicultural Student Association (MSA) provides new and returning students with academic support and advising, cultural enrichment activities, community service, and interaction with peers while they are earning a degree. Membership drives are held at the annual Student Fest. New Member Orientations are held at the beginning of each semester. The MSA also has ambassadors who share MSA information across the college. The student organization meets monthly during the academic year. During the meetings, students are provided with information about services and resources available on campus that will help them be successful academically, socially, and personally. The organization provides student leadership opportunities. Student officers are elected, and all MSA members are encouraged to take an active role in planning activities for involvement on campus and in the community. The OCTC MSA is the "sister" of a similar program started at Madisonville CTC in 2002.

Owensboro Community and Technical College (OCTC) One-on-One Student/Parent Orientation Meetings

The Director of Cultural Diversity has conducted one-on-one orientations with primarily African American (and Latino) students and their families to facilitate enrollment to OCTC. If the family is non-English speaking, a student interpreter is provided. Orientations are conducted at various locations in the local community in an effort to promote comfortable settings for the participants. During the orientation meetings, students are provided information and paperwork associated with admissions, financial aid, scholarships, academic program plans as well as specific details about the location and the names of key personnel in the Counseling Center, Financial Aid Office, Teaching and Learning Center, and the Business Office. The student/parents are encouraged to ask questions. Students are requested to complete the admissions application during the visit for immediate submission. Students leave the meeting with all other paperwork, which includes a checklist of items to complete for successful admission. Follow up calls and/or emails are often made by the Director of Cultural Diversity to check status and address concerns or questions.



Kentucky State University

KSU Land Grant Program- Summary of Summer Youth Programs

The Land Grant Program at Kentucky State University offers five free, residential summer camps for middle, junior high, and high school students. The Pathways and Access to Careers in Technology (PACT) Program is a one-week residential program that offers middle school students a series of academic experiences and hands-on projects in mathematics, science, and technology that demonstrate the impact of technology on everyday life. One of the goals of the program is to de-mystify the complexity associated with math and science so that students envision themselves in careers that either create new technologies or make optimal use of technology.

AgDiscovery (AgD) is a two-week residential program hosted by the Land Grant Program at KSU in collaboration with the Animal Plant Health Inspection Service (APHIS), which is an agency under the USDA. AgDiscovery focuses on veterinary sciences and veterinary medicine by exposing middle and junior high school students to a series of hands-on labs, workshops, and fieldtrips that provide real-time experiences in the lives of veterinarians, animal researchers, and businesses associated with animal processing across the Commonwealth of Kentucky.

The Summer Transportation Institute (STI) is a partnership between the Land Grant Program at KSU, the Kentucky Transportation Cabinet (KTC), and the Federal Highway Administration (FHWA). This three-week residential program for high school students provides experiences that enhance awareness of career opportunities that exist in the transportation industry. Students are exposed to such concentrations as highway designs, transportation of people and cargo, intermodalism, laws, regulations, safety, and environmental concerns.

The Youth Entrepreneurship Program (YEP) is a one-week residential program that is co-sponsored by the Kentucky Cabinet for Economic Development and (at one time) the Tommy Hilfiger Corporation. Students are provided opportunities to learn the processes of starting and managing business enterprises, through hands-on experiences and by speaking directly with successful entrepreneurs and businesspersons from across the Commonwealth of Kentucky. Students also increase their professional and personal skills through team-building exercises, the production and delivery of presentations, and recreational activities. Students leave with a functioning business plan that can be used to start their own businesses upon return to their home communities.

Entering high school freshmen, sophomores, juniors, and seniors participate in research and public service through the Research and Extension Apprenticeship Program (REAP), which is a six-week residential program that provides opportunities for students to work with professional (as their mentors) on either a research or public service-oriented project. Participants in this program improve research, presentation, program implementation, and interpersonal skills. They also gain new visions and perspectives for the opportunities that await them as future college students. For many students, career selections are strongly influenced by their REAP experiences.



University of Kentucky

UK Freshman Summer Program

The University of Kentucky Freshman Summer Program (FSP) is a program designed to prepare students for the academic rigor of postsecondary education and to improve the retention of African American, Hispanic, American Indian, first generation and low income students admitted to UK. The program is sponsored by the Center for Academic Resources and Enrichment Services (CARES), a division of Multicultural Student Affairs.

FSP is a six-week academically intensive program designed to improve the retention of University of Kentucky students. FSP provides participants the opportunity to earn up to six hours of college credit, learn to navigate campus, and become familiar with classroom/university expectations. Students are placed on either the Math/Science Team or the Career Exploration Team based on their chosen major. All students participate in the College Success Workshop where representatives from various UK programs and services meet with them to talk about the many resources available. Students also participate in social and cultural activities.

The retention rate of FSP participants exceeded the over-all retention rate of all students by 8.45% in 2006. In 2005, 87.88 % of FSP students were retained from first to second year in comparison with 77.8% of all students. The g.p.a of FSP students was also higher than that of non-FSP students. In 2006, the g.p.a of FSP students was 2.4 compared to non-FSP students of 2.3. In 2005, the g.p.a of FSP students was 2.6 compared to non-FSP students of 2.1.

UK SOAR

Created to continue the support from the freshman year through to the senior year, the focus of the program is on professional and leadership development that will enhance career preparedness. All students with at least 90 credit hours are eligible to participate in SOAR activities. SOAR components include the following:

- Senior Leadership Series: a series of workshops to develop leadership skills that will enhance the student's resume' and increase their marketability.
- Occupations: Spotlight Jobs!—students meet with professional (Alumni) to learn about their on-the-job experiences.
- Academic Planning: Final check-list to graduate (academic progress sessions) and Graduate school information and preparation (GRE/GMAT workshop, Graduate School Showcase)
- Students with a 2.8 and above g.p.a meet with the counselor once and participate in one activity.
- Students with less than 2.8 meet with the counselor twice and participate in one activity.
- Resources: Senior Newsflash (newsletter) and Resume' critiques and professional references.

CARES is in the process of reviewing additional Junior/Senior counselor position to better support the SOAR program. Although actively attended by students, there are no data available to assess the program's effectiveness.

UK Take Academic Control (TAC)

TAC is a program that is offered to students with a 2.2 or less g.p.a at the end of the fall semester. In collaboration with The STUDY (an academic resource unit), the Master Student Program is conducted to help students gain skills that will aid them in academic success and develop a plan to rectify their poor academic performance. This program is still in the developmental stage. Additional information and analyses will be available as the program matures.

UK Partners Aligned for Graduate Education (PAGE)

The Partners Aligned for Graduate Education (PAGE) program consists of alliances formed between the University of Kentucky and other colleges and universities that are designed to encourage undergraduates at these institutions to pursue their graduate education at the University of Kentucky. Particular emphasis has been placed on alliances with Historically Black Colleges and Universities (HBCUs); the first PAGE partnership was formed with Southern University in Louisiana in 1998, followed by Kentucky State University in 1999. New affiliations have since been developed with Jackson State University in Mississippi, Fayetteville State University in North Carolina, and more recently (2005), with Prairie View A&M University in Texas. PAGE is designed to stock pipelines of talented students who are capable and motivated to enter and complete graduate degree programs.

UK Graduate School Kentucky Young Scientist Summer (KYSS) Research Program for Undergraduate Students

Individual, original research opportunities under professional guidance in:

- Anatomy & Neurobiology
- Biology
- Chemistry
- Molecular & Cellular Biochemistry
- Nutritional Sciences
- Pharmaceutical Sciences
- Plant and Insect Sciences
- Physiology

The KYSS Program provides summer research opportunities for undergraduate students with consideration given to students who contribute to the University of Kentucky's compelling interest in diversity and underserved groups of Kentucky residents in the life, medical and social sciences. Students from regional universities and Graduate School PAGE partnerships (i.e. Jackson State University, Kentucky State University, Fayetteville State University, Prairie View A & M University, and Southern University-Baton Rouge) will receive priority consideration. Participants will work on research projects designed to enable them to experience the intellectual excitement and satisfaction of research. In addition, the program will provide full participation in the academic interchange of seminars, discussion groups and lectures. Students will interact with graduate students, post-doctoral fellows, visiting scientists and faculty in a working environment. They will experience life as a graduate student lives it in a research university setting.

Students will be exposed to the principles of scientific methodology employed in laboratory research; methods of precise measurement and the recording of data; state-of-the-art equipment, techniques, and approaches; the importance of experimental controls; and the realities of success and failure in research. More importantly, students will learn how to utilize computer technology and how to prepare results for both publication and oral presentation. Student participants will receive \$3,500. Students are responsible for their own room and board, tuition, and transportation. On-campus housing is available, and some programs may require that the participants stay on campus. In general, students are expected to make their own housing arrangements. Students participating in the KYSS Program may earn academic credit as well, depending on the program requirements. However, each student will be responsible for his/her own tuition and fees.



UofL Speed Engineering School Increasing Student Preparedness and Interest in the Requisites for Engineering (INSPIRE) Summer Enrichment Program

INSPIRE is a four-week summer enrichment program designed to provide an introduction to engineering to students historically under-represented in the engineering field. Those targeted for the program include African American, Hispanic, Native American and female students who are in Louisville-area public or private high schools. Non-“minority” students are also eligible to participate in the program.

The INSPIRE program has been conducted on the University of Louisville campus for more than 20 years and it has served as a stepping stone for many persons now working in the engineering profession. Faculty members and graduate students from the University’s J.B. Speed School of Engineering conduct most of the program’s sessions. Furthermore, undergraduate African American and female engineering students who are members of the National Society of Black Engineers (NSBE) and/or the Society of Women Engineers (SWE) also interact with the high school students and serve as mentors and role models.

Along with introducing the high school students to various aspects of technology and fields of engineering, INSPIRE assists the students in identifying vocational interests and personality profiles. Over the years, the program has included field trips to area industries such as General Electric Appliance Park, the Louisville Water Company, North American Stainless, Toyota Motor Manufacturing and the Metropolitan Sewer District’s Floyds Fork Wastewater Treatment Plant.

Brochures and application forms are sent to area high schools, youth groups and churches. Special efforts are made to target youth who may have solid academic records but who may be at risk of not pursuing higher education or technology-based careers.

Between the years of 1981 and 2004 we had 609 students participate in this program. Personnel in the Office of Institutional Research and Planning have assisted us in “tracking” the students who subsequently enrolled at the University of Louisville. 433 enrollment matches were found (using student social security numbers). Of those 433, 175 were awarded a degree from U of L. This represents 71% of our cohort.

UofL Office of Undergraduate Admissions University Students Helping to Recruit (USHR)

The USHR Mentoring program was developed Spring 2002 and implemented Fall 2002 in an effort to structure the connections between prospective minority students and current minority students. Since its inception, USHR has maintained a participation average of 65 - 80 ambassadors. As of Fall 2006 this team of students applied and successfully received registered student organization status (RSO).

The Diversity Recruitment team firmly believes that the success of our programs rests in the hands of our current students. Between AY 2002-2006, USHRs touched the lives of 534 students and parents. Since this time their involvement has enabled new and creative programming to take place within Diversity Recruitment. This has resulted in AY 2006 - 2007 growing to 1,036 prospective student connections. This number is projected to double by the end of AY 2007 - 2008 as it currently stands at 1,278 connections as of March 22.

We believe the success of current students firmly rests in their overall level of involvement as well as engaging connections each has within their campus community. It is for this reason that we look upon this structured

opportunity as one that could be categorized as retention program for our USHR participants. USHRs comment that their involvement in our programs is as extremely important community service that is built on love and a significant level of interest in giving back to younger students and their families through unique outreach programs offered by the Office of Admissions. The University of Louisville USHRs, led by an active executive board, pride themselves on leading by example in hopes of assisting prospective students in their pursuit of higher education.

UofL Office of the Executive Vice President for Research Summer Undergraduate Research Program

The University currently supports undergraduate research by offering several Summer Undergraduate Research Programs, one of the which is the Summer Research Opportunity Program jointly funded by the Provost, the Graduate Program and the EVPR. The annual 10-week summer research-intensive, one-on-one mentored experience is designed to acquaint undergraduate students with graduate education at the University of Louisville <http://graduate.louisville.edu/pubs/srop/SROP>. All of the students in the summer undergraduate research programs participate in a weekly educational program that includes ethics, research compliance, career day, graduate school representations for participating departments, individual student oral presentations and a culminating poster presentation.

In addition to the current programs, the University is part of a consortium of universities in Kentucky and West Virginia that successfully applied to NSF for a Louis Stokes Alliance Minority Participation (LSAMP) Program grant. The LSAMP program promotes participation of under-represented undergraduate students in science, mathematics, engineering and technology fields. The consortium consists of the Bluegrass Community & Technical College, Centre College, Kentucky State University, University of Kentucky, University of Louisville and Western Kentucky University; and Marshall University, West Virginia State Community & Technical College, West Virginia State University and West Virginia University.

UofL Office of Undergraduate Affairs Monitored Academic Preparation for Success (MAPS): Collaborative Program Between Resources for Academic Achievement (REACH) and Multicultural Academic Enrichment Programs (MAEP)

Research indicates that students receiving counseling regarding their academic progress and retention may be better retained than those of the general student body, regardless of academic status (Turner and Berry, 2000). In addition, recent studies on intrusive counseling and academic intervention programs addressing both personal and academic issues have been successful in raising students' GPAs and persistence in college (Engle, Reilly, and Levine, 2003-04). For example, the Monitored Probation Program at Lamar University was able to significantly improve the success rate of students on academic probation or suspension who were primarily part-time and commuting students (Mann, Hunt, and Alford, 2003-04).

The MAPS Program for Porter Scholars was designed to provide intrusive counseling support and academic support for Porter Scholars with less than 60 credit hours and less than a 3.0 semester GPA at the end of the 2004 fall semester. These students were "at-risk" of losing the Porter Scholarship award at the end of the 2005 spring semester if they did not earn a 3.0 semester GPA at the end of the 2005 spring semester. The overall goal of MAPS was to holistically address whatever obstacles were hindering individual Porter Scholars' learning and academic success. REACH and Porter Advising provided appropriate interventions for identified Porter Scholars during the 2005 spring semester.

A comprehensive approach was planned to intensify the contact between the intrusive advisor, academic support services, and each participating student in this intervention program. The components of the program include MAPS seminars, academic tutoring, and academic monitoring and reporting. In addition, the program provides information and referral to appropriate units such as financial aid, counseling services, the Disability Resource Center and other units as needed based on assessing the student's needs.

UofL References:

Engle, Crystal, Reilly, Nora & Levine, Heidi (2003-2004). A case study of an academic retention program. *Journal of College Student Retention*, 5(4), 365-383.

Mann, Judith, Hunt, Madelyn & Alford, Julie (2003-2004). Monitored probation: a program that works. *Journal of College Student Retention*, 5(3), 245-254.

Turner, A. L. & Berry, T. R. (2000). Counseling center contributions to student retention and graduation: a longitudinal study. *Journal of College Student Development*, 41(6), 627-636.

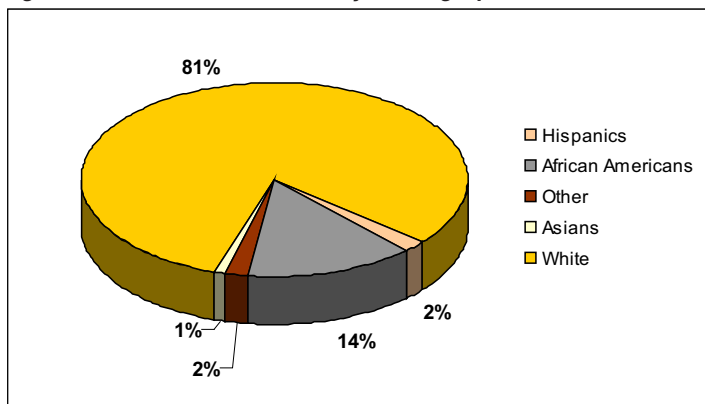
APPENDIX B- GEAR UP KENTUCKY SERVING AFRICAN AMERICAN STUDENTS

The Council provides grant funds to support various activities in schools selected to participate in the GEAR UP program. Program staff works with schools to build activities that introduce students to the concept of going to college and how to make concrete plans to get there. Since September 2005, GEAR UP Kentucky has served three cohorts of seventh grade students and continues to provide college access services to these students as they enter high school.

GEAR UP students participate in the program based on their enrollment in the middle schools selected by the Council. The Council selected 45 middle schools with a seventh grade class in 2005—these schools have enrollments where 50 percent or more of the students are eligible for free or reduced-price lunch.

Each student in a cohort receives GEAR UP services—GEAR UP Kentucky provides seven essential college access services including financial aid workshops, academic planning and advising, college campus visits, and activities to engage parents in actively planning for college. In addition the program targets in each cohort a percentage of students that are significantly more at-risk than the rest of their peers of failing to execute a plan to pursue college education and offers them supplemental academic and developmental support. GEAR UP Kentucky gives priority for these targeted services to low-income students, including African American students.

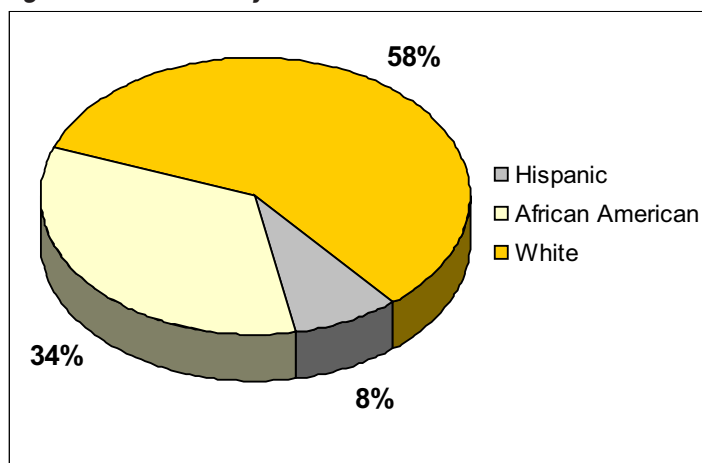
Figure 12.1: GEAR UP Kentucky Demographic Profile



Based on statewide enrollment, 2006-07

The participation of African American students in the GEAR UP program mirrors the general population and student enrollment is greater in those areas of the state that typically have a higher percentage of African Americans. (See Table 1).

Figure 12.2: Profile by Ethnic Distribution—27 Selected Schools



(Based on 2006-07 Enrollment in four regions)

Table 1: Ethnic Distribution of Students in Select GEAR UP Kentucky Regions

County	Schools	Grade Level	Total Enrolled
Central Region Serving Fayette County Public School District	6		2,093
	Tates Creek M.S	7th,8th	353
	Crawford M.S	7th,8th	315
	Leestown M.S	7th,8th	343
	Tates Creek H.S	9th	404
	Bryan Station H.S.	9th	568
	Henry Clay H.S.	9th	559
Louisville Region Serving Jefferson County Public School District	6		1,875
	Thomas Jefferson M.S	7th,8th	527
	Lassiter M.S	7th,8th	361
	Iroquois M.S	7th,8th	377
	Southern H.S.	9th	63
	Fairdale H.S	9th	205
	Iroquois H.S	9th	342
Northern Kentucky Region Serving Two Public School Districts	4		1,024
Campbell Co.	Newport M.S.	7th,8th	250
	Newport H.S.	9th	155
Kenton Co.	Two Rivers M.S.	7th	393
	Holmes Jr./ Sr. H.S	8th,9th	226
Western Region (Murray) Serving Four Public School Districts	11		1,748
Webster Co.	Sebree M.S.	7th,8th	54
	Webster H.S.	9th	154
Graves Co.	Mayfield M.S.	7th,8th	191
	Mayfield H.S.	9th	77
Christian Co.	Hopkinsville M.S.	7th,8th	412
	Hopkinsville H.S.	9th	281
Logan Co.	Adairville M.S	7th,8th	57
	Olmstead M.S	7th,8th	74
	Russellville M.S.	7th,8th	120
	Logan Co. H.S.	9th	265
	Russellville H.S.	9th	63

APPENDIX C- CEO RESOLUTION TO ENGAGE IN DIVERSITY PLANNING STATEWIDE

A RESOLUTION EXPRESSING AN INTENT TO ENGAGE IN

DIVERSITY PLANNING STATEWIDE

at the Public Postsecondary Education Colleges and Universities

WHEREAS, the Council's Committee on Equal Opportunities, created by Executive Order 97-1072, is charged by the Council to oversee institutional compliance and provision of equal opportunities in public postsecondary education; and

WHEREAS, the Committee is charged to develop, in conjunction with state-supported institutions, a statewide equal opportunity plan; and

WHEREAS, the Committee is to monitor institutional progress in meeting equal opportunity objectives of said plan; and

WHEREAS, the Committee conducts site visits to determine conditions on the campuses relative to equal opportunity objectives and advise the Council on institutional progress; and

WHEREAS, the Committee make recommendations to the Council for programs and activities promoting equal opportunity; and

WHEREAS, the Committee believes that through its work, the U. S. Department of Education Office for Civil Rights will, in the near future, release Kentucky from oversight; and

WHEREAS, the Committee recognizes a need to modify its focus to a more comprehensive program of diversity planning to encompass all Kentucky ethnic minorities; and

WHEREAS, the Committee has commissioned a statewide study of the need for access and equity in postsecondary education for Kentucky's diversity population;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education, Committee on Equal Opportunities hereby adopts this resolution October 16, 2006, transforming its work to the more comprehensive diversity planning, upon release by the OCR, for public universities and the Kentucky Community and Technical College System, including each community and technical college district; commencing immediately upon Kentucky's full release by the OCR.

Adopted By The CEO: October 16, 2006

INSTITUTIONAL EQUAL OPPORTUNITIES REPRESENTATIVES TO THE COMMITTEE ON EQUAL OPPORTUNITIES

Sandra Moore
Eastern Kentucky University

Gwen Joseph
Kentucky Community and Technical College System

Kimberly Holmes
Kentucky State University

Francene Botts-Butler
Morehead State University

Camisha Pierce Duffy
Murray State University

Willie Elliott
Northern Kentucky University

Terry Allen
University of Kentucky

Mordean Taylor-Archer
University of Louisville

Richard C. Miller
Western Kentucky University

Kentucky Plan and Partnership Commitments

COMMITMENT 1. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American undergraduate students enrolled in higher education.

COMMITMENT 2. CPE and the institutions are committed to increasing the retention of Kentucky resident African American undergraduate students and the proportion of graduates to the same level of retention as that of Kentucky resident white undergraduate students.

COMMITMENT 3. CPE and the institutions are committed to increasing the proportion of Kentucky resident African American graduate students enrolled in postsecondary education.

COMMITMENT 4. CPE and the institutions are committed to increasing the number and proportion of African American faculty and staff employed by institutions of postsecondary education.

COMMITMENT 5. CPE and the institutions are committed to increasing the number of African American applicants to, enrollments in, and graduation from first-professional programs in dentistry, law, and medicine.

COMMITMENT 6. The Governor is committed to ensuring the appointment and representation of African Americans to the Council on Postsecondary Education and to each institutional board of trustees or regents (KRS 164.005).

